

At the Crossroads

Life Skills Textbook

Grade

4

Book 1

Terms 1 and 2

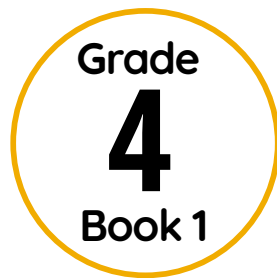
Life Skills Grade 4 Textbook Terms 1 and 2



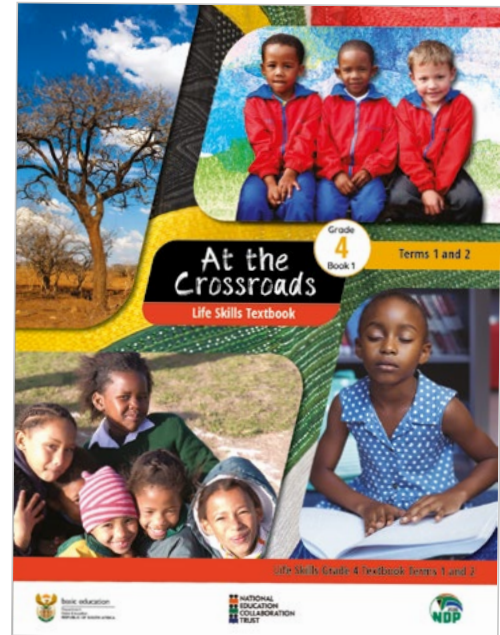


At the Crossroads

Life Skills Textbook



Terms 1 and 2



First published in 2025 by the Department of Basic Education as part of the *At the Crossroads* textbook series for the Curriculum and Assessment Policy Statements for Life Skills and Life Orientation for Grades 4 to 12.

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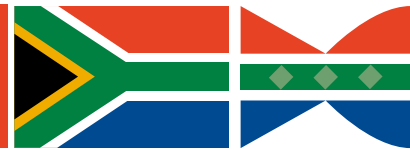
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Teachers are advised to use the *Teacher's Guide for At the Crossroads Grade 4 Life Skills* with the textbooks. In the Intermediate Phase there are two textbooks per grade. (Book 1 for Terms 1 and 2 and Book 2 for Terms 3 and 4). The Teacher's Guide includes helpful notes for strengthening the curriculum, facilitating activities and suggestions for assessment. The Teacher's Guide also assists with planning of progression from grade to grade.



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It's a wrap

Acknowledgements



Welcome to Grade 4 Life Skills

Life can be fun and beautiful. Life can feel hard and scary sometimes. Life often brings more questions than answers. In this book, you will find things to help you through life.

In your **Personal and Social Well-being** lessons, each activity is linked to a particular skill. You will read about the skills with your teacher. Your skills will grow as you do the activities in Grade 4. Your first activity of the year is to make a skills bookmark.

In **Creative Arts** you will dance, sing, create music and artworks. You will learn how to be creative. You can use your creative skills all your life, to make friends, solve problems, and experience joy.

The **Physical Education** lessons show you different ways to strengthen your body. You will learn to make physical activity a part of your daily routine, like brushing your teeth and getting enough time to learn play and sleep.

Together we can create a better South Africa for us all. Living a good life includes obeying the law. The Constitution is the highest law in our country. The word 'preamble' means introduction. Let's begin by reading aloud the **Preamble to the Constitution**.

Enjoy your learning journey!

Preamble to the Constitution of the Republic of South Africa

We, the people of South Africa,
Recognise the injustices of our past;
Honour those who suffered for justice and freedom in our land;
Respect those who have worked to build and develop our country; and
Believe that South Africa belongs to all who live in it, united in our diversity.

We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- Improve the quality of life of all citizens and free the potential of each person; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

How to use this book



Look quickly through the book to see how the information, fonts, colours, diagrams and images are placed. Everything has been put where it is for a reason.

There are two facing pages (a double-page spread) for each lesson. Most lessons will take about 30 minutes to cover. Each lesson starts with a **title**, find no. **1** below. All lessons include **activities**, look at no. **2** below, that will inspire you to do your own research, stimulate your thinking and present possibilities you may not have considered before. All activities are based around a main **skill**, see no. **3** below. **Reading boxes**, find no. **4** below – provide information. The **footer** at the bottom of the left-hand page, look at no. **5** below, shows the term and the curriculum topic. The footer on the right-hand page shows the lesson number and the topic of the lesson set, see no. **11** below.

1. The title of the lesson.

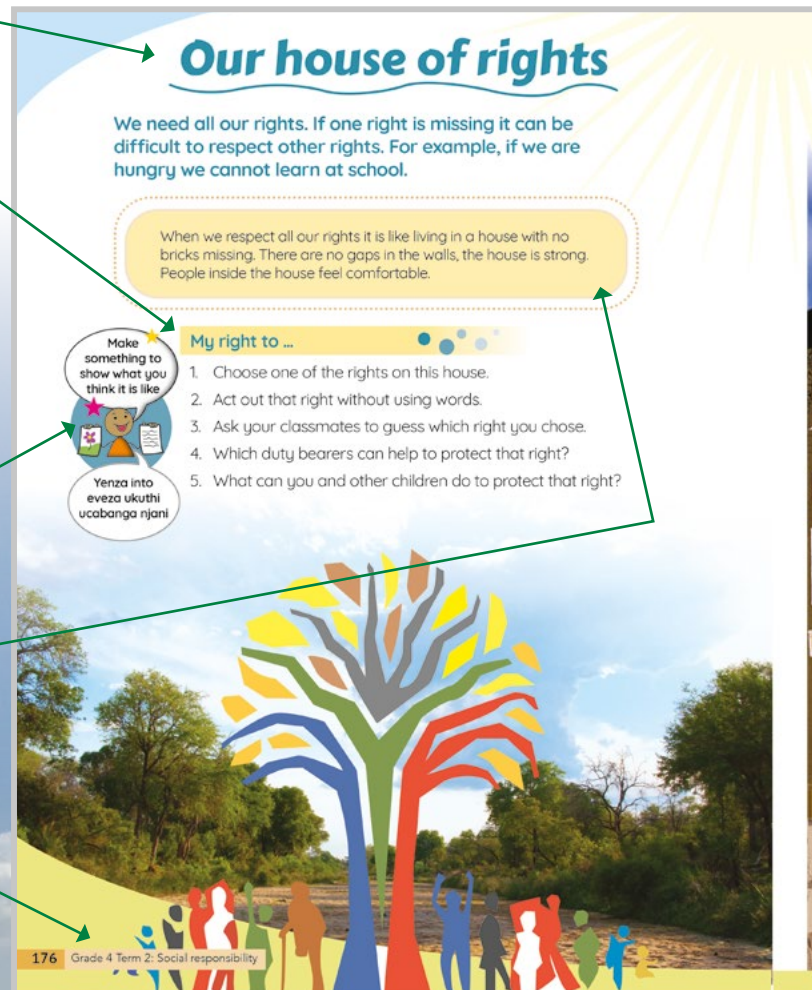
2. Each activity has a title and numbered instructions to guide you through a learning process.

The numbering continues across activities on the double-page spread. Some activities you do by yourself, for others you work in pairs, in groups, or as a class.

3. A skills icon tells you the main skill you will practise in an activity. Each skill is translated into one of South Africa's official languages.

4. Reading boxes, stories and drawings explain concepts and provide background information to help you with the activities.

5. The footer also gives the curriculum topic and helps you to find your place in the textbook.





The colour and pattern in the quarter circle on the right top corner of the page shows the **curriculum topic** of the lesson, look at no.6 below. Turn back to page vii to find the curriculum topic shown in no. **6. Pictures**, find no. **7** below, help you to understand the ideas in the lesson.

The **journal** icon, see no. **8** below, suggests when to write in your own private journal. You can use your journal to keep notes, or drawings, of your journey through Grade 4. Write in a language of your choice as you explore how you feel about things and record experiences you may like to look back on.



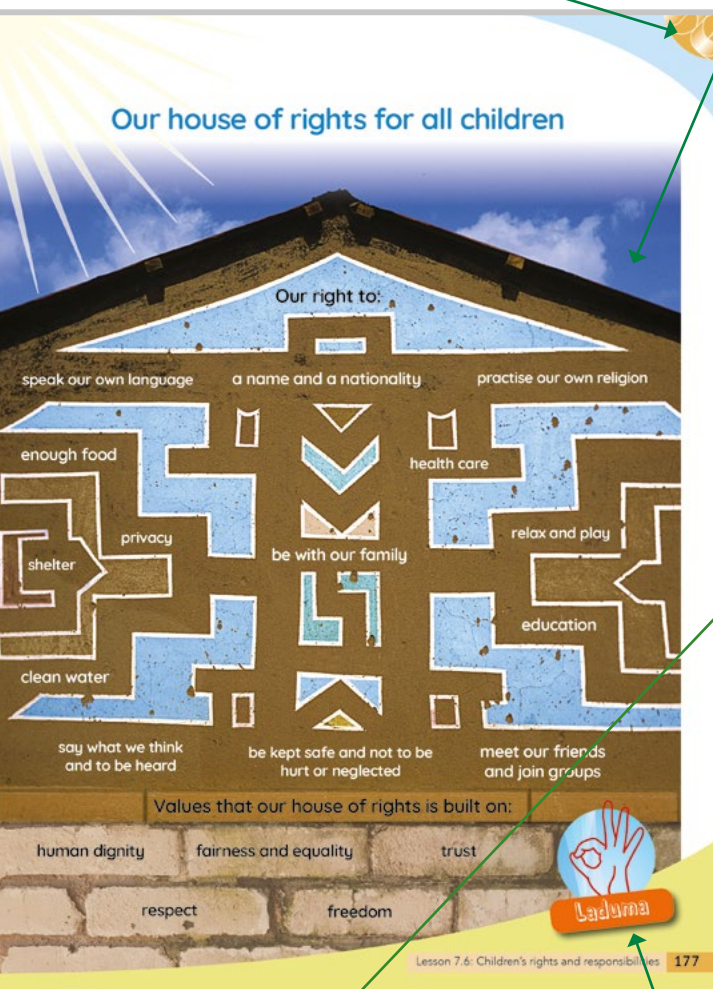
Write
or draw
in your
journal

8. A journal is a notebook where you write or draw your feelings and thoughts.

Your journal is for you. You do not have to share it with anybody unless you choose to do so.

6. This colour code shows the curriculum topic of the lesson.

7. Pictures are there to inform, explain and inspire, so spend some time looking at them.



9. Some lesson sets have **Info Page** pages which provide more information about a topic. You will use them to complete some of the activities. You can also read these pages anytime on your own.

10. A **sticker** like this shows that you are at the end of a lesson set.

11. This footer on the right-hand page shows the lesson number and the topic of the lesson set.

Skills: Intermediate phase



A skill is the ability to do something. As you do the activities in this book, you will practise different skills. For example, creating, thinking, communicating and working with others.

In the Personal and Social Well-being lessons, each activity is linked to one of 15 skills. Together with your teacher, read about each skill, see below. Then you can make your skills bookmark, see page xii.



If you want to know about the world, you need to keep asking questions. When you find an answer, you can use it to inspire another question. Do not stop asking questions. Your questions are the most precious things you will ever own, because they are the keys that will open the doors to knowledge. What questions are most important to you?

Carry your unanswered questions with you, like a quest, wherever you go.

A **quest** is an adventure, or journey, in which you search, or look, for something.



Working together means adding your ideas to the group conversation and asking questions about other people's ideas. When you disagree with someone's idea you need to give a reason. "I don't think that will work because ..." "I don't think that is true because ..." Strong reasons are based on facts. Even our own ideas need reasons we can explain based on facts we can prove.

An idea with reasons and facts behind it is stronger than an idea on its own – and it is more than an opinion!



Working something out can be frustrating when you keep getting it wrong or when the answer does not come easily. Sometimes you have to sit with a challenge. Start again. Try something different. Take a short break and come back with a fresh view. Remind yourself of what you have learnt so far and try to build on that. Make rough notes of your ideas before working neatly. Explain to someone else how you can try to solve a problem.

Do not give up too quickly. Creating great work takes time.



Sometimes your observations are just the beginning of understanding what is going on. Sometimes observations lead to questions and you need to find out more. This means doing your own research. This could be questioning people who know more than you. It could be reading a book or going online. It could be doing a survey. It could be observing even more closely.

Search for new information to challenge and grow your knowledge.



There are many clever ways to describe things. A drawing can say things words cannot say. Or you can tell a story. In your story you can turn real people into fantastic imaginary characters. You can make an artwork where your feelings and thoughts become shapes and colours. You can use metaphors, like you do in poetry. You can describe a feeling as 'a dark cloud' or 'warm sunshine'.

You can describe something by using the qualities of something else. Then see what new ideas come to you.



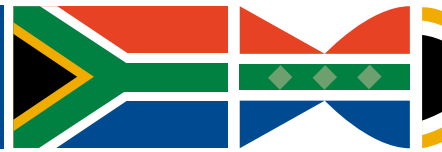
You can ask interesting questions about the world around you, but you can also ask questions about the thoughts inside you. What am I trying to do here? What do I need now? What am I going to do next? What do I know for sure? How do I know that? What questions do I need to ask?

Thinking about your thinking helps you to organise your thoughts, make a plan and reach your goals.



We cannot work out what is going on if we do not observe carefully. We smell, touch, taste, hear and see the world using our senses. We describe what we sense using words. To describe things accurately we need patience and focused attention. We can become like detectives collecting evidence.

Using words to create accurate descriptions of what we observe is a powerful tool for understanding the world.



One way to find new information is to do experiments, like you do in science. Sometimes you need to try new things for yourself. Then reflect on the results, compare them with your expectations and come to your own conclusions. There is always some risk. It is a bit like learning to ride a bike. You might fall off and scrape your knee. You need to learn when it is okay to risk experimenting.

Trying something new means being willing to risk failure and learn from it.



Finding the way things link together is called 'cause and effect'. Nothing happens on its own. Everything has a cause. And everything is the cause of something else. This is why we need to ask: What is going on here? What caused this to happen? What is going to happen next? What do we need to change to cause a different effect?

Finding the links helps us understand the things we cause, and the effects we have on the world.



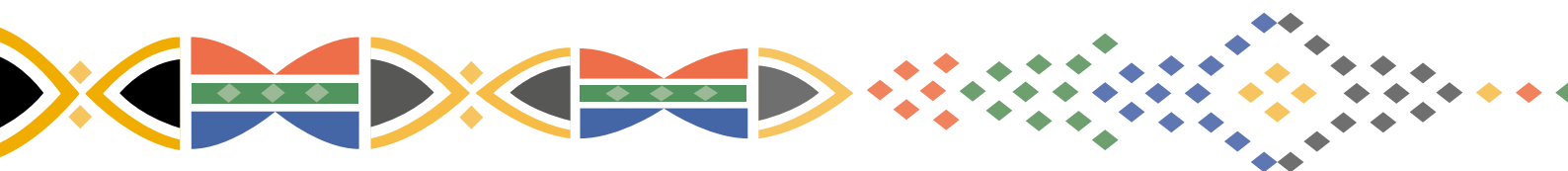
The best ideas, the greatest adventures and the most fantastic inventions happen when people share and compare their thoughts and feelings. Learning to work together is not always easy, but many brains talking to each other are better than one brain talking to itself. We can give each other a chance to make a contribution.

Great things happen when we share with respect and learn to work together.



You are free to enjoy your body the way you choose to. It does help if you have accurate information about the things you put into your body and about the experiences you put your body through. Be kind to yourself. Get the knowledge you need and use it to stay as healthy as possible for as long as possible.

The most important relationship you will have in life is with yourself.



It is also important to think about and talk about your feelings. Don't just act out your emotions. Stop and ask yourself, "What am I feeling now? What made me feel like this? How can I prevent feeling that way again?" Then you can put your feelings into words. Then you can understand yourself better. Then you can share your feelings calmly, so that other people can understand you.

No feeling is right or wrong, but what you do with it can help or harm.



Whenever you choose what you are willing to risk, or what you find most satisfying, you are not only choosing for yourself. You are connected to everything around you. So, what you choose can have an effect on the lives around you and on the environment. Your choices have consequences. Those consequences can be helpful or harmful.

What you choose today will create the future. Choose carefully.



We can all get along better if we pay attention to each other's feelings. Feelings are not silly or naughty or crazy. They tell us important things about each other. When someone has strong feelings it can be difficult to put them into words. So it helps to ask questions. What are you feeling? What made you feel like that?

If we are willing to listen, and willing to understand, we can find each other.



There are usually many different ways to solve a problem. There are also different ways to enjoy life. You need to find the ways that work best for you. What you do is your choice, because you are the one who has to live your life. So allow yourself the freedom to explore different experiences, beliefs, attitudes and skills. Try them out and choose.

Put together a toolkit of the skills that work best for you.

Make your skills bookmark



A bookmark is something that keeps your place in a book.

Make a bookmark that shows the skills you will practise this year.

Your bookmark will show each skill in two of South Africa's official languages, English and another of your choice.

Choose a language for your bookmark. You may choose a language you speak at home; a language you hear when you think or dream; or a new language you would like to learn.

Tell your teacher the language you chose. Your teacher will give you a photocopy of the skills in the language of your choice.

Your teacher will find the skills bookmark templates for photocopying in the Grade 4 Teacher's Guide.

Bookmarks in South African Official Languages

- Afrikaans
- isiNdebele
- Sepedi
- Sesotho
- Setswana
- siSwati
- Tshivenda
- isiXhosa
- Xitsonga
- isiZulu

How to make your skills bookmark



- a photocopy of the skills in your chosen language
- a piece of cardboard (for example, from a cereal or tea box)
- glue
- scissors

- a. Your teacher will give you a photocopy of the skills in the languages of your choice.



- b. Cut the cardboard so it is a bit bigger than your photocopy.



- c. Use some glue to stick your photocopy onto the cardboard. Make sure the glue covers the whole photocopy page. Press the paper firmly onto the cardboard.



- d. Cut around the dotted line to finish your bookmark.

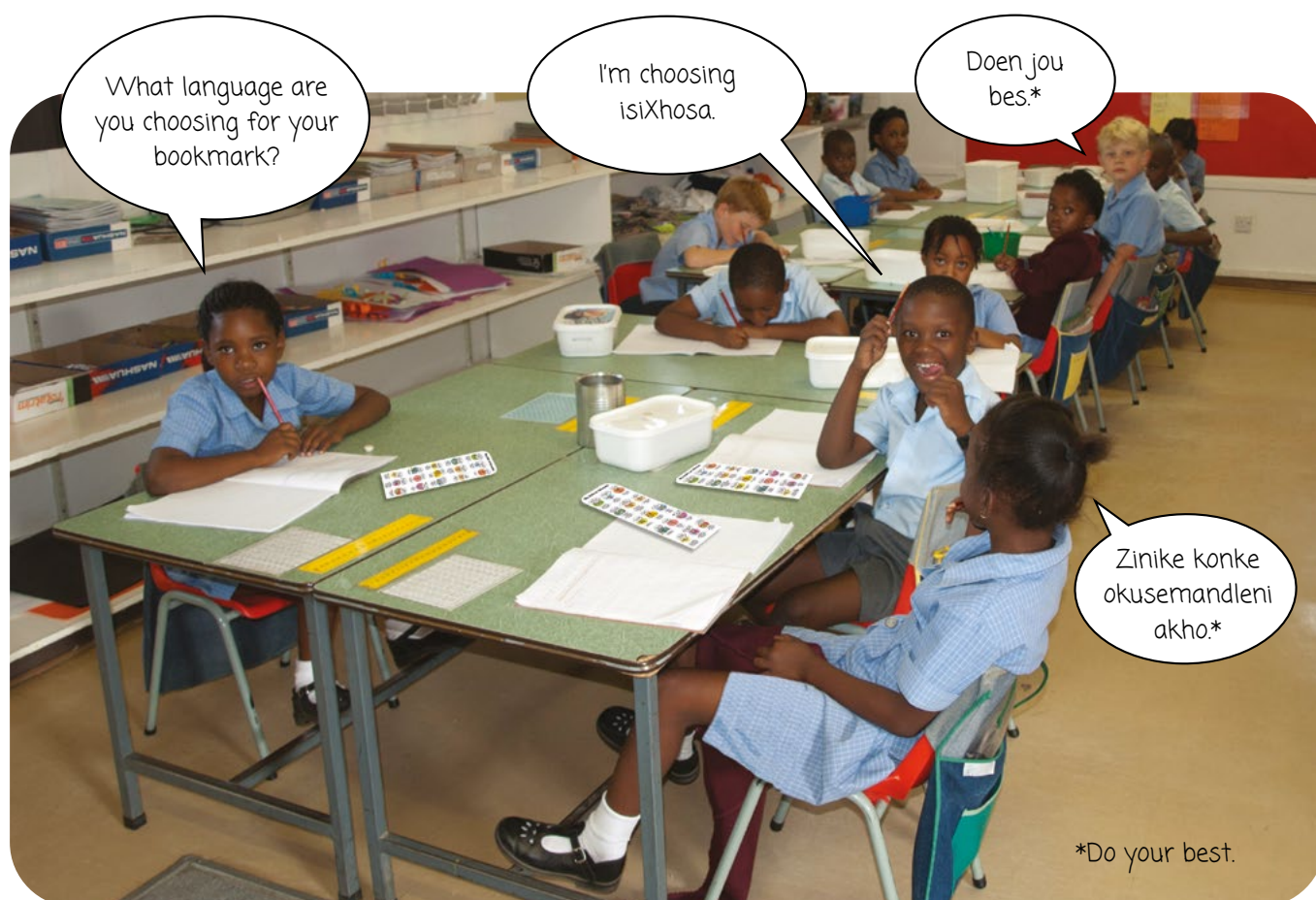


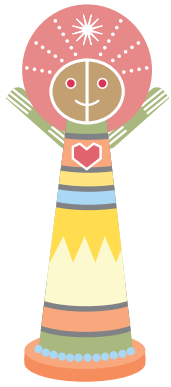
If you don't have any glue, you can mix some flour and water to make a paste, or mix some cooked rice or macaroni with a little water to make a paste.



Use your skills bookmark

1. With your bookmark next to you, turn to the first lesson on pages 2 and 3.
2. How many skills can you find in this lesson?
3. What two languages are the skills written in?
4. Read the skills in each language.
5. Find those skills on your bookmark. Do you have a different language on your bookmark?
6. Read the skills in the language of your bookmark.
7. How many skills can you find in the second lesson? What skills are they?
8. Find those skills on your bookmark. Read the skills aloud.
9. Leave your bookmark between pages 2 and 3. In your next lesson, it will help you quickly find Lesson 1.1.





My personal strengths

A strength is something that we do well. We find, or discover, our strengths as we grow and learn. We use our strengths to help ourselves and other people.

Our words

A **challenge** is something that is difficult to do. Ukujongana nomceli mngeni. To 'face' a challenge means not to turn away from it.

Think about your thinking



Cinga ngendlela ocinga ngayo

Our strengths

1. Read what these children say about their strengths.
2. Ask yourself: "What is my strength?" "How do I know that is my strength?"
3. Act out your strength without using words. Ask your classmate to guess what it is.

I am always there for my cousin. My strength is helping others.

I enjoy moving in new ways. My strength is creativity.

I am always on time for soccer practice. My strength is time keeping.



We all have three types of strengths:



Strengths of heart help us to be kind to ourselves and to other people.



Strengths of mind help us to think in new ways.



Strengths of will help us to face challenges, to do difficult or unpleasant things.



Be kind to yourself



Ziphathe ngobubele

Our strengths dance

We all have wonderful personal strengths. Let's dance to celebrate them.

4. Say these sentences as you dance. Do a different action for each sentence:

As I grow, I will discover my strengths

The heart to be kind to myself and other people

The mind to think in new ways.

The will to face challenges and swallow the frog.

Shine, shine, shine. Shine for our personal strengths.



In your journal

Write or draw how you feel about yourself today.





My heart strengths



Strengths of the heart help us to be kind to ourselves and other people.

Our words

Give a reason for what you think



Nika isizathu soko ukucingayo

Strengths of heart

1. Let's read Kris's story.
2. Find some words for strengths of heart in the story.
3. When is it hard to be kind?
4. Do you agree with what Kris's mom says? Give a reason for your answer.

Kris's story

I am Kris. My friends are Pontsho and Raiden. Pontsho is **kind** and lets us **take turns** to ride his bicycle. One day, Raiden rode to town on the bicycle. When he got back it was too late for me to have my turn. That was not kind. I felt angry with Raiden. But the next day he **said sorry** and **helped** me do my homework.

Sometimes I feel angry with my friends – even after they say sorry to me. Then I feel bad. My mom tells me to say sorry and **forgive** my friends. She says all friends disagree, but we must always try to **be kind**.

Last week I fell off the bicycle and hurt my arm. Pontsho helped me pick up the bike and gave me a hug. That showed Pontsho **cared**. Raiden laughed at me. That showed Raiden did not care.

kind

ububele

take turns to

ukunikana

ithuba

say sorry

yithi uxolo

help

nceda

forgive

xolela

care

inkathalo

to care

ukukhathala

share

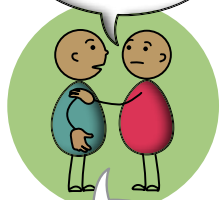
yabelana

listen

mamela



Try to feel
what someone
else is feeling



Zama
ukuvelana
nomnye
umntu

Talk with me

5. Read Unathi's story.
6. Complete this sentence: *Unathi's strengths of heart are ____*
7. Imagine you are Unathi. How do you feel after talking to your friend?
8. Friendship is not just about having fun together. What else is friendship about?

Unathi's story

I am Unathi. I have lots of friends. I always want to be with them. "You are such fun, Unathi!", they say and it makes me feel loved and warm inside.

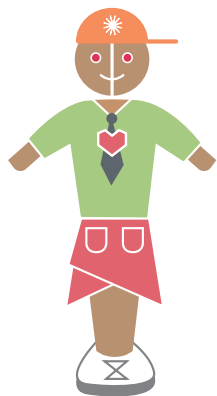
Every day I bring food from home to **share** with my friends. They enjoy it and say that my dad is a great cook. I agree!

Sometimes when I feel sad I do not tell my friends because I think they want me to be fun all the time.

One day, a friend saw that I felt sad and said to me, "It is OK if we do not play the game today. You look sad. If you want to talk about it, I will **listen**." Then I said, "Can we sit down here and talk?"

After **sharing my feelings**, I knew that I do not have to hide my feelings.





My strengths of mind



Strengths of mind help us to think in new ways.
With our strengths of mind we know
that we can work things out for ourselves.

Find out more
(ask someone -
look it up)



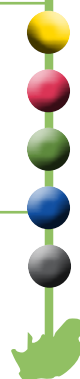
Funa okuthe
kratya (buza
emntwini - yikhangele
ezincwadini
nakwezinye
iimbalo)

A creative invention

1. Let's read **Reading with our fingertips**.
2. What are the ways that Braille helps people?
3. If Louis Braille saw people using Braille today, what do you think he would say?
4. Use the Braille alphabet to write something. For example, your name, a new word, or a sentence.
5. Show your Braille words to a classmate. Ask them to work out what you have written.

Our
words

creative
uyilo
invent
yila



Ask
questions about
the things you
want to know



Buza imibuzo
ngezinto ofuna
ukuzazi

More than just a bag ...

Thato Kgatlhanye invented the Repurpose Schoolbag when she was 18 years old.

6. Ask your classmates questions to find out what they want their school bags to do.
7. Work in small groups to decide what to add to Thato's design.

The Repurpose Schoolbag

This solar panel catches sunlight to charge a battery.

The battery is used in a lamp at night.

For road safety, the bag has a reflector that shines in the dark.



Reading with our fingertips

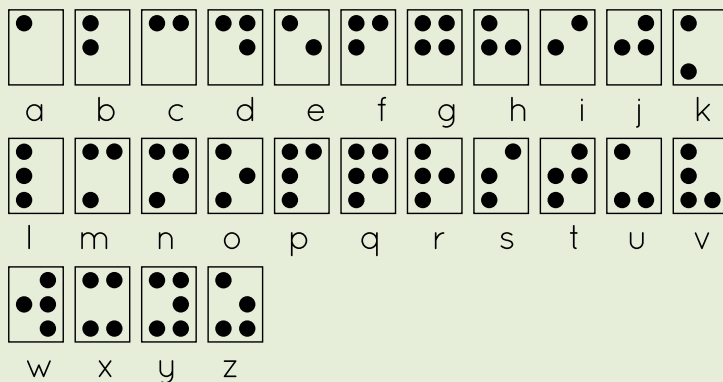
How can you read if you cannot see? That was a question that Louis Braille answered when he used his strength of mind to invent **Braille**.

Louis Braille was born in 1809. He became blind when he was five years old, because of an eye injury. When he was 12 years old, he started working on a code that used dots for letters of the alphabet. He put it in a book in 1829. His alphabet is still used today.

In Braille letters and words are written with small bumps, or dots. Our eyes cannot see the letters but our fingers can feel them.



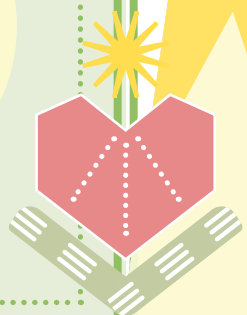
Here's the alphabet in Braille



You can use a Braille keyboard to use a cell phone or computer. You get Braille games too, like this Rubik's Cube.



Justice Zak Yacoob learned to read and write in Braille. He studied to be a lawyer. He was a judge in South Africa's Constitutional Court from 1998 to 2013.





My strengths of will



Strengths of will help us to face challenges, to do difficult or unpleasant things.

Our words

persevere
nyamezela

courage
isibindi

brave
nesibindi

What's new? Try it



Yintoni entsha?
Yizame

Using my strengths of will ...

When something is difficult we need to **persevere**, to keep going and not give up. For example, we need to persevere to learn to ride a bicycle.

1. What can you do that was difficult at first? How did your strengths of will help you?

2. Complete these sentences:

Something that was difficult for me to do was ____

When I made a mistake I ____

The thing that helped me was ____

Share and compare



Yabelana nabanye nithlekise

We all have strengths of will

3. Tell your classmates about either:

- When you tried something new, and felt worried about making mistakes or being laughed at. You have the strength of **courage**,

or

- When you kept doing something that was difficult until you succeeded. You have the strength to **persevere**.

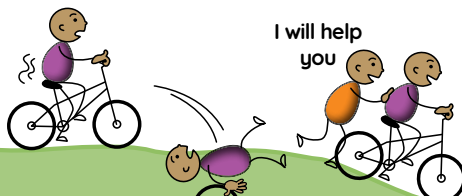
4. Listen to your classmates.

5. Let everyone who wants to, have a chance to share something.

I want to try it



I will help you



Yay, I did it!





Kgothatso Montjane faced her challenges. She became successful at the age of 20, and was the first black South African woman to reach the semifinals at Wimbledon, tennis championship in the United Kingdom.

It takes courage to try new or difficult things. It takes courage to be brave and to say, "This is hard, but I won't give up. I will persevere."

I will learn from my mistakes

I will have courage





Ndiqhubekela phambili nokuziphuhlisa

Our personal strengths get stronger as we learn and grow. Sometimes, we need a friend to help us see our strengths. This gives us courage to persevere and get better at doing other things.

Work it out
yourself



Zisombululele
ngokwakho

Growing our strengths

1. Let's read **Tom's story**. When you listen to the story, think about Tom's strengths.
2. What did Tom learn about himself from his friend, Fezile?
3. What can you do to help a friend grow their personal strengths?

Think
about your
thinking



Cinga
ngendlela
ocinga ngayo

Building me ...

4. Complete these sentences:
One thing that I can do well is ____
Something I want to learn to do better is ____
I would like the courage to ____

Tom's story

Tom sometimes struggles to understand his teacher. He feels shy to ask questions. When he talks in class, some classmates laugh and call him names. This makes him feel sad. Luckily, he sits next to Fezile, who is kind to him.

One day, Fezile gave Tom an invitation to his party. "I want to celebrate my birthday with people who are special," Fezile told Tom. "Am I special?" Tom asked in surprise. "Yes, you are," smiled Fezile. "You are one of the nicest people in our class!"

Tom was surprised. He did not think he was special. "What's special about me?" he asked shyly.

"You are never nasty to anyone. You always volunteer to clean the classroom after school," Fezile said. Tom smiled. "And," Fezile added, "You always do your best, even when it is hard."

Tom stood still. He saw his strengths through the eyes of Fezile and he felt better about himself.

"Perhaps I do learn some things more slowly than others," he said. "But I have other strengths that my true friends notice: I never give up and I am kind and helpful."

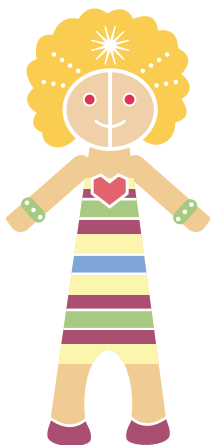
"Yes", said Fezile. "And you can ask questions – you have asked me two questions already!"

"Thank you, Fezile," Tom said, feeling happy.

"You have given me courage, I will keep trying to ask questions in class, even if the others laugh at me."

"It is a pleasure, Tom. See you on Saturday!"





The power of 'yet'

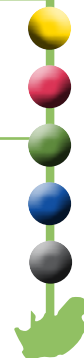
Sometimes, we feel upset if we do not do something well. It can be hard to keep going and we feel we have lost our strength of will. But our strength of mind can help us to find it again. We just have to think differently.

Let's practise a new way to think about learning. It uses the word 'yet'. Instead of saying "I cannot do this", say "I cannot do it **yet**, but I will."

Learning is like going on a journey. The word 'yet' means you are on your way. Keep going and you will get there. Remember how Fezile helped Tom to keep going.

Our words

yet
okwangoku



Look back - look forward



Jonga
ngemva - jonga
ngaphambili

I am on my way ...

1. Complete these sentences.
I am not good at ____
I do not know ____
I do not understand ____
2. Say your sentences aloud to a classmate. How do you feel?
3. Now, write the word 'yet' at the end of each sentence. Take a deep breath and say each of the sentences again. Say the word 'yet' loudly.
I am not good at ____ yet
I do not know ____ yet
I do not understand ____ yet
4. How do you feel? Can you feel the power of 'yet'?





Learning circles

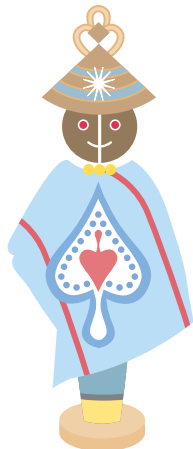
5. Play this game to help each other persevere.

- The person in the centre of the circle says something that they still need to learn.
- The others shout 'yet' loudly to remind them that they will get there.
- Then the person chooses someone else to go into the centre.
- Keep going.



No, we must keep going for a bit longer.





My strengths to grow

We do not always have time to do everything we want to do. Sometimes we have to choose the strength we most want to develop or grow. Our strengths of heart, mind and will help us to succeed – to become the best we can be.

Choose what works best for you



Khetha eyona ndlela ikulungela kakhulu wena

Making the choices that work for me

1. Let's read **Kabelo Motlhom's story**.
2. As he got older, Kabelo did not have time to practise music and football. He chose music. What are all the different things you like doing?
3. If you had to choose to work hard on one activity which would it be? Give a reason for your choice.
4. What would you give up so you had more time to do that activity? Give a reason for your choice.

Your choices may change as you grow and experience new things, and that's okay.



Kabelo Motlhomí's story

One hot summer day in Diepkloof, Soweto after playing ball with my friends, I heard a violin being played. The music sounded beautiful. I fell in love with it. I was ten years old.

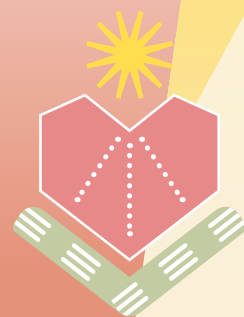
I begged my mother for violin lessons with Buskaid, in Soweto. I practised every day. I also enjoyed playing football. When I was older I wanted to study music. I knew that if I wanted to be a good violinist I needed more practice. I could not play the violin properly yet. I had to choose either football or the violin. I chose the violin. I had a good teacher who said I had talent. That gave me confidence. I trusted my teacher. I worked hard. Now, twenty two years later, I play in the front row of the Johannesburg Philharmonic Orchestra. I also have my own music group.

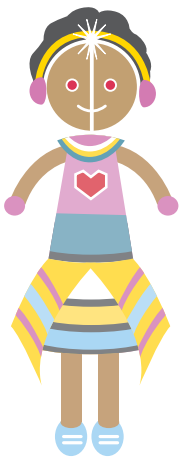
I am glad that I can give people pleasure through my music.



**In your
journal**

Write or draw
the strengths you
want to grow.





Our many strengths

We need all our strengths to help us be our best.



My strength of heart helps me to be kind to myself and other people.

I say, "It is okay if I cannot do this yet."



My strength of mind helps me to think in new ways.

I say, "I can learn from my mistakes and work it out."



My strength of will helps me to face challenges.

I say, "I can get there, I will not give up."

Make
something to
show what you
think it is like



Yenza into
ebonakalisa
ukuba ucinga
ukuba injani
na

Becoming the best version of me

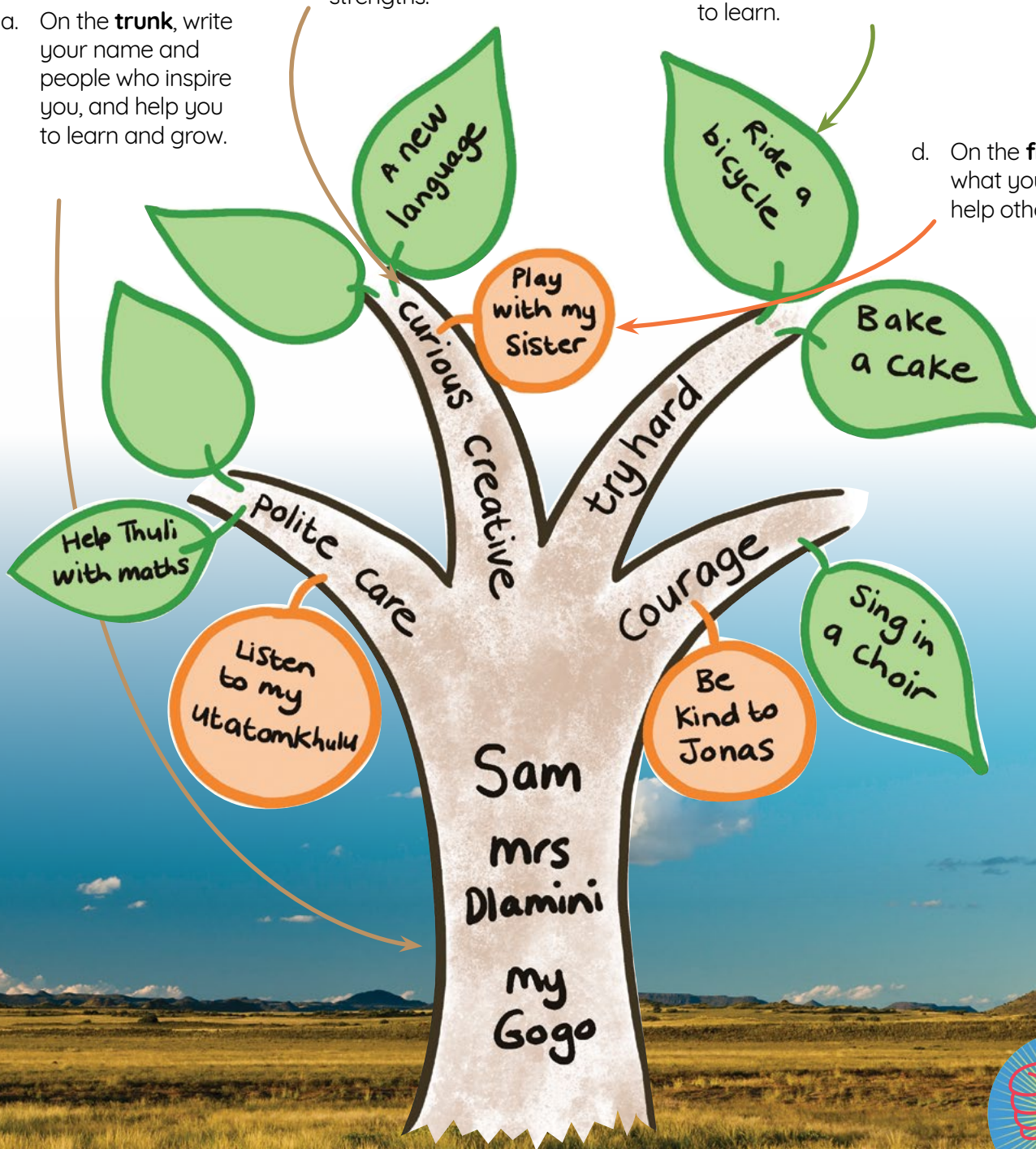
You have strengths of heart, will and mind. What strengths do you want to improve in Grade 4?

Let's make a Tree of Strengths.

1. Look at the example of the **Tree of Strengths**.
2. Draw a tree with a trunk, branches, leaves and fruit. Write, or draw, on each part of the tree.
3. Look at a friend's Tree of Strengths. What strength can you add to their tree?

Tree of Strengths

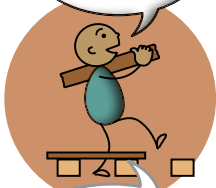
- On the **trunk**, write your name and people who inspire you, and help you to learn and grow.
- On the **branches** show your strengths.
- On the **leaves** show activities you enjoy, things you want to do better, new things you want to learn.
- On the **fruits**, show what you can do to help other people.



Respect for you, respect for me

We are going to learn about respect. Respect for ourselves and respect for other people.

Work it out
yourself



Zitholele wena
ngokwakho

Respectful talk

1. Let's think about what we say to show respect.

welcome

please

thank you

no, thank you

how are you?

excuse me ...

wamukelekile

ngiyacela

ngiyabonga

cha, ngiyabonga

unjani?

uxolo ...

What other words do you know to show respect?

Our words

respect

ukuhlonipha

self respect

ukuzihlonipha

show respect

bonisa inhlonipho

disrespect

ukungahloniphi

2. Choose words of respect to fill the gaps in these sentences:

Shona said, “ *a* to my party! *b* come in.”

Umesh said, “Happy Birthday, Shona”, and gave her a gift.

Shona said, “ *c* , you are kind”.

3. Why do we use words of respect?

If we are respectful, it shows that we are:

polite

ukuzithoba

kind

umusa

caring

ukubanozwelo / ukunakekela

A person who does not show respect is disrespectful.
They are rude.

For example:

- Calling a person a rude name shows disrespect. Knowing a person's name and calling them by their name, shows respect.
- Pushing in front of a person in a queue shows disrespect. Waiting your turn in a queue shows respect.



Feel the respect ...

4. How do you feel when someone shows you respect?
5. How do you feel when someone shows you disrespect?

To be respectful we need to focus our attention on the people we are with.

6. When you are with other people:
 - a. What is a respectful way to use a digital device?
 - b. What is a disrespectful way to use a digital device?



Welcome to the world

When a baby is born we welcome the child with love, care and respect.

Imbeleko

In the traditions of the amaZulu and amaXhosa, Imbeleko is a ceremony that welcomes a child to its family and its ancestors. It is a ceremony of respect and celebration. It shows the child is connected to the family and will always be cared for.

Share and
compare



Welcoming me, welcoming you

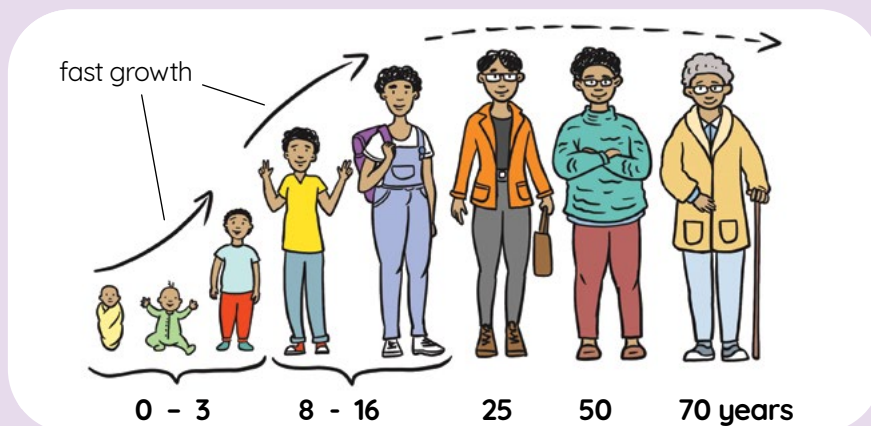
Imbeleko is a ceremony that celebrates the birth of a baby.

1. What other ceremonies do you know that celebrate the birth of a baby or introduce it to a community? Tell your classmates about them.
2. Listen to what your classmates share about the ceremonies they know about.



Growing up

Babies grow fast, we can walk and talk in two or three years. The next time we grow fast is between the ages of 8 to 16, see the picture below. This is the time when our bodies change to look more like adults. This time of growth and change is called puberty.



Find out more
(ask someone -
look it up)



Thola
okuningi (cela
omunye ukuthi
akufune -
zifunele)

How a baby is made

3. What do you know about how a baby is made?
4. Use Info Page A to check what you know.
5. Tell your partner what happens during the menstrual cycle, when a girl has her period.
6. Talk about what can be done in your school to make sure girls have what they need when they start their periods (menstruation).
7. Ask yourself: What else do I want to know about puberty?
How am I going to find out?

Babies need love, care and support. It helps if two people who love and respect each other decide to have a baby and agree to look after the child together.

It is important that children feel respected, listened to and cared for by their parents, families or other care givers.

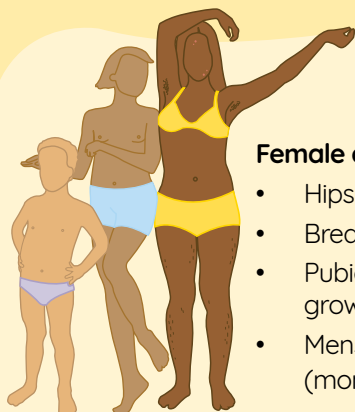




Our changing bodies

During puberty, our bodies change. Hair grows under our arms. We may get pimples. We may sweat more and need to wash more often. Our sex organs develop. It can be a confusing time, with new feelings. These changes are a natural part of growing up. We all go through puberty, although the age it begins is different for each person.

Each person's body develops in their own way. Our bodies are different and we respect that.

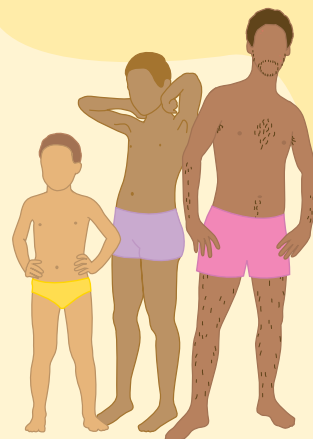


Female changes

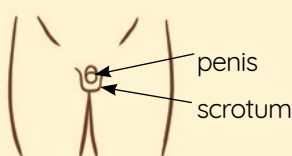
- Hips become wider
- Breasts develop
- Pubic and body hair grows
- Menstruation begins (monthly periods)

Male changes

- Shoulders become wider
- Voice sounds deeper
- Pubic, body and facial hair grows



Changes in male sex organs



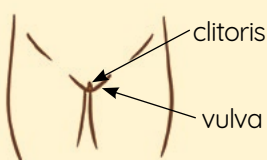
penis
scrotum

Testicles develop inside the scrotum. Sperm cells are made, and stored, in the testicles.

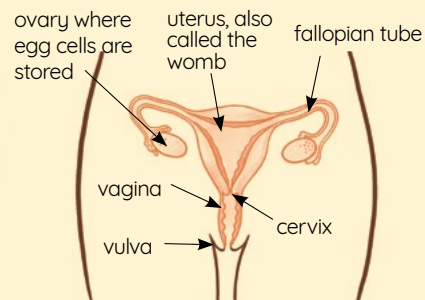
During puberty, boys may get erections for no particular reason. An **erection** is when the penis becomes hard as more blood flows into it. The erect penis may ejaculate, which means semen comes out of it. Semen is a fluid that contains sperm cells.

Changes in female sex organs

The vulva and clitoris are on the outside of the body. The rest of the female sex organs are on the inside the body.



clitoris
vulva



Menstruation happens about once a month. This is when some blood and mucus from the uterus leave the body through the vagina. Menstruation can take a few days. It can be painful and uncomfortable. It is part of the **menstrual cycle**.

Girls should not be prevented from going to school because they have their periods. They need sanitary pads, sanitary pad disposal bins and access to clean washing facilities. Menstruation can be a difficult time for girls, and they need to be treated with respect and kindness.

How a baby is made

Puberty prepares our bodies for reproduction (making a baby). A baby can be made when a sperm cell from a man joins an egg cell from a woman. This can happen when a man and woman have sex.

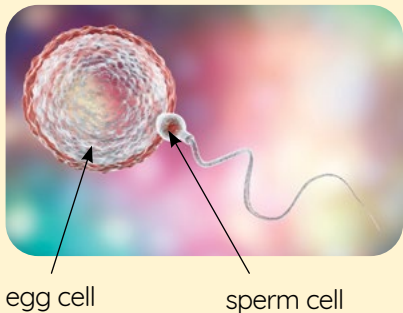
People usually have sex because they like each other in a sexual way. We call this sexual attraction.

The steps below show how a baby can be made. Step 1 happens during sex. Steps 2 and 3 happen later. A woman may not know that she is pregnant until she misses her next period.



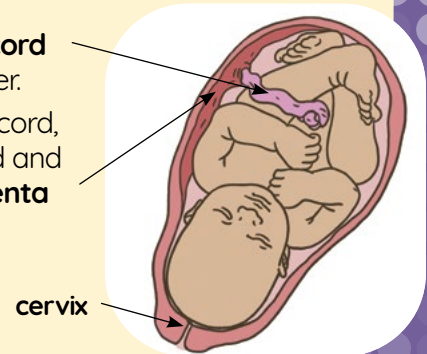
1 A man puts his penis into a woman's vagina. His penis releases a fluid called **semen** which contains many **sperm cells**.

2 The sperm cells move up the **uterus** into the fallopian tube where they may find an egg cell. Only one sperm cell can enter the egg cell. When a sperm cell joins an egg cell we call it **fertilisation**.



3 The fertilised egg travels down the fallopian tube to the uterus. The fertilised egg attaches itself to the lining of the uterus. It takes nine months to grow into a baby.

The baby's **umbilical cord** connects it to its mother. Through the umbilical cord, the baby receives food and oxygen from the **placenta** in the mother's uterus.



The menstrual cycle

Every month, an egg cell is released from the ovary and goes down the fallopian tube to the uterus. The lining of the uterus becomes thicker with extra blood and other body cells. If the egg cell is not fertilised, this thicker lining falls away and leaves the body, with the egg cell, through the vagina.

This happens over a few days and we call it menstruation, or a period. About two weeks after the period, a new egg cell is released, and the process starts again.

If the egg cell is fertilised, the thicker lining of the uterus does not fall away. The nutrients are needed to nourish the fertilised egg. The menstrual cycle stops until after the baby is born. This is why a woman stops having periods when she is pregnant.

It is important that people respect each other when they decide to have sex. Both partners need to consent (agree) to have sex. It is okay to say 'no'. And 'no' must always be respected.

It is never okay for an adult to have sex with a child. It is against the law (illegal).

If a man and woman want to have sex and not make a baby, they must use a condom or other type of contraception.

I'm special, I respect me

All babies are special. Each of us is special. As we grow we use our senses to explore our world.

Make something to show what you think it is like



Yenza okuthile ukukhombisa indlela ocabanga ukuthi kunjengayo

Our amazing senses

1. Look at how these people are using their senses to explore the beach.
2. Imagine you are in a beautiful place. Use your senses to explore the sounds, sights, tastes, smells and feelings of that place.
3. Act out what you experience. You cannot use words but you can use other sounds.
4. Take turns to guess the places your classmates explore.

Our words

I smell

Ngiyahogela

I touch

Ngiyathinta

I taste

Ngiyanambitha

I see

Ngiyabona

I hear

Ngiyezwa

unique

okwehlukile

I hear the sound of the waves.

I see you jumping over the waves.

I taste the salt on my lips.

I feel the cold water on my feet.

I smell the sea.

Be kind to yourself



Yiba nomusa kuwe

What I like about being me ...

5. Think about yourself. What do you respect most about yourself?
6. Give yourself a hug, for being you.
7. Sing the song of respect. You can make up a tune and actions.

Song of respect

It's my light, inside me
Shining bright so all
can see

That I'm unique - there's
only one of me!

Respect me and I will shine
Brighter from this heart
of mine.



My legs are
wheels!



I can hear
sounds better
than anyone in
my class.



I can swim!

I love solving
puzzles.



Did you know?

Your finger prints are
unique. No one else in
the world has the same
finger prints as you.

I see you, I respect you

We respect ourselves when we care for our eyes.
Let's read Rotondwa's story

Respect me, respect my glasses

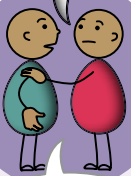
I'm Rotondwa. I had headaches and struggled to see the writing on the chalk board. So I went to an optometrist for an eye test. I could not see all the letters on the eye chart. But when the optometrist put lenses in front of my eyes I could see all the letters. I was excited when my new glasses came.

The first day I wore my glasses at school some classmates laughed at me and called me names. It made me feel sad. So I took my glasses off in class. But then I could not read the chalk board, and my headaches came back.

One day we had a lesson about our eyes. That gave me courage. The next day I wore my glasses. I stood up and said:

"Please respect me. My glasses help me to see, so please respect my glasses too."

Try to feel
what someone
else is feeling



Zama ukuzwa
lokho okuzwiwa
ngomunye
umuntu

Respecting our eyes

1. Imagine you are in Rotondwa's class. What would you say to Rotondwa after she asked for respect?
2. Find out more about **Caring for our eyes**.
3. Tell a classmate five things you can do to care for your eyes.
4. If you met an optometrist, what questions would you like to ask?

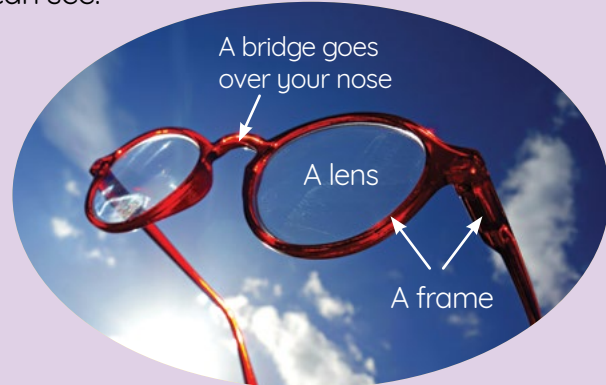
If you cannot
see the writing on the
board, tell your teacher.
If you cannot see the
words in a book easily,
tell your teacher.

Caring for our eyes

An **optometrist** tests how well a person can see.

In an eye test the optometrist asks you to look at different letters and shapes. You tell the optometrist what you can see and what you cannot see.

If the person cannot see well, an optometrist can get them glasses, or spectacles.



Eye care

- Have an eye test every year.
- Never look at the sun, it can damage your eyes. Wear sunglasses and a hat on a sunny day.
- Wash your hands before touching your eyes.
- If you get something in your eye, do not rub it. Ask an adult to help you wash it out.
- The light from a cell phone or computer screen can damage your eyes if you look at it for a long time. Every 20 minutes, look at something further away to rest your eyes.



My body, my health

We respect ourselves when we look after our eyes, wash our bodies, eat healthy food, and drink clean water. It is easier to do these things if we develop healthy habits.

Look
back – look
forward



Bheka emuva –
bheka phambili

My healthy habits

A habit is something that we always do. The more we do it the less we think about it. We just do it.

1. Read the **Habits that help us to stay healthy** box on page 29. What healthy habits do you have?
2. What helps you to remember to do these things?
3. What makes you forget to do them?
4. Complete these sentences:

The habits I have that respect my body are ____

The things I can do more often to respect my body are ____

Our
words

habit

ukuzijwayeza



Habits that help us to stay healthy

- Drink 8 cups of clean water every day. Water is good for the brain – it helps us to think. It can stop us from feeling tired and grumpy.
- Eat fruit and vegetables every day.
- Brush teeth twice a day, morning and night.
- Exercise every day.
- Always wash hands after going to the toilet and before eating.
- Make sure you get 10 hours sleep every night. Brains never stop working – even when we sleep.
- Look away from a cell phone or computer screen after about 20 minutes to rest your eyes.

Time management

Time management means making sure we have the time to do the things we need to do. It's also about getting to places on time.

Habits that help with time management:

- getting to bed early every night
- getting ready for school in the morning
- doing school work on time
- limiting the time spent on a digital device.

Say no to unhealthy habits

Cigarettes or alcohol can damage our bodies. The effects are worse in children because they are still growing.



My personal space

One way we respect our own and other people's bodies is when we respect their personal space.

My personal space is my 'space bubble'. I can choose how close I want people to be in my space. Stretch out your arms and turn around, this is the size of your personal space.

Our words

privacy

ukubangasese

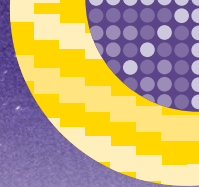


Greetings to you

Think about greeting other people. Do you like to hug or fist bump? Or do you like to wave and smile?

1. Create a new greeting for a friend. Your greeting must respect their personal space.
2. Move around the class and greet each other. Use your new greeting.
3. Is there anything you want to change in your greeting?





Privacy is when I have my personal space to do things without anyone looking at me. We show respect when we give someone privacy. We must respect a person's privacy when they:

- a. Go to the toilet. b. Wash their body. c. Change their clothes.



Think
about your
thinking



Cabanga
ngendlela
ocabanga
ngayo

I need some privacy

4. What do you need to do in private?
5. Is your privacy always respected?
6. What can you do, or say, if people do not respect your privacy? Here are some ideas:

I'd like some
privacy to talk to
my mom.

Please respect
my privacy, I
need a bit of
alone time.

Please don't
look in my bag
without my
permission. Don't
disrespect my
privacy.

Please give me
some privacy, so
I can write in my
journal.

Respect our community space

We can respect each other's personal space and privacy. We can also respect the community space that we share with other people.

Rules help us to respect each other. We show respect when we follow the rules to keep our streets and parks clean and safe. We show respect when we are kind and helpful to other people.

Share and compare



Yabelana
kanye
nokuqhathanisa

Rules for respect

1. How do park rules help people to respect their community space? Share your ideas.



Show why
it is helpful
or harmful



Bonisa ukuthi
kungani
kuwusizo noma
kulimaza

Caring for our shared space

2. Think about your community. Do people respect rules to keep the place clean and safe? Are people kind to each other? Do they respect each other's personal space?

3. Make a 'Respect our community' poster.

Draw pictures that show people:

- respecting rules to keep our places clean and safe
- doing something kind for another person.

Hlonipha wonke
umuntu, hlonipha omncane
kanye nomdala.

Respect everyone, young
and old.

I celebrate me

Make
something to
show what you
think it is like



Yenza okuthile
ukukhombisa
indlela ocabanga
ukuthi
kunjengayo

Let's have a party!

1. Imagine a party to celebrate yourself. This is your special day. It can be for a lot of people or for a few friends. It can be loud and colourful or quiet and calm. You choose!
2. Create an invitation for your party. In your invitation write or draw pictures to show:
 - What you want to eat and drink.
 - What you want people to do to show respect to each other.
 - The type of music you want to hear.
 - The games you will play.

**Go wild.
Be clever.
Be interesting.
Innovate,
entertain and
celebrate!**

Enjoy making your invitation to your party.

A yellow rectangular card with a decorative border made of purple wavy lines and green dots. The card contains three lines of text with horizontal lines for writing.

My party theme is: _____

The date and time for my party is: _____

The place of my party is: _____



Rules for respect at my celebration

To show respect at my party, please:

1.
2.
3.

Food and drinks

Healthy food and drinks I would like at my party:

Games

The games we will play at my party:

1.
2.
3.

Music

The music we will hear at my party:



We all disagree sometimes

Sometimes we feel angry or upset if other people do not agree with us, or if we do not get what we want.

Our words

agree
dumela

I agree
ke a dumela

to disagree
ho se dumele

I do not agree
ha ke dumele

calm
kgutsa

feel calm
ikutwa o kgutsitse

keep calm
theola moya

Look
back - look
forward



Hetla - sheba
pele

What makes me feel angry

1. Read what makes this person feel angry.
2. What makes you feel angry?

My friend did not
keep her promise.

My friend called
me a rude name.

Thabo said I did
not give his pen
back, but I did.

I pushed in front of
the Grade 3s in the
lunch queue.
My teacher shouted
at me.

Our bodies tell us when we feel angry or upset. For example:

"My face gets hot and flushed."

"My heart beats fast."

"My hands make fists, like I am ready to fight."

"My hands sweat."

"My tummy hurts."

Think
about your
thinking



Nahana ka
tsela eo o
nahanang ka
yona

When I feel angry ...

3. When you feel angry, what signs does your body give you?
4. When we feel angry we can choose to calm down. We can let our angry feelings go, without hurting anyone. Read some ideas to calm down.



In your
journal

Write or draw your angry feelings and what you do to calm down.

Some ideas to calm down

- Go to a place where you can calm down.
- Take a deep breath in. Breathe out slowly.
- Count to ten silently before you say or do anything.
- Shake your body, run on the spot or jump up and down.

When you feel calm you can think about what to do next. For example, you may choose to say:

"When you ... I felt angry because ... Next time please ..."

Try doing this:

Make your lips small and tight. Then breathe out like steam coming out of a kettle.



We can disagree with respect

If people do not agree with us, we can work it out in respectful ways. It is hard to do this when we feel angry, so we need to feel calm.

Our words

opinion

maikutlo

conflict

dikgohlano

resolve

rarolla

Share and compare



Aorelana le
ba bang mme
o bapise

In my opinion ...

1. An opinion is what a person thinks about something. For example:

The best
superhero
is
Spiderman.

Hip hop is
better
than R&B
music.

Dogs are
better
pets than
cats.

For each of the **opinions** above, tell a classmate if you agree or disagree.
Say: "In my opinion ... because ..."

2. Did your classmate agree with your opinion?
Begin your sentence with either:
"We agreed that ..."
or
"We did not agree because ..."

The difference between a fact and an opinion

A fact does not change if an opinion changes. Facts stay the same even when opinions are different. For example:

My brother is
so tough he can
live for a month
without drinking
water.

That's your
opinion. A person can
only live for about
three days without
drinking water -
that's a fact.

Mmmm ... perhaps
I am wrong about
my brother.



When people do not agree about something, we say they have a **disagreement**. Another word for a disagreement is **conflict**.

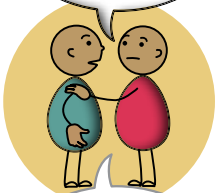
When we **resolve** a conflict it means we find a way to work it out. We call this a **resolution**.

To resolve a conflict, we need to talk and listen to each other in a respectful way.

To resolve a conflict respectfully, without violence, we need to:

- not shout at each other
- not call each other rude names
- not damage each other's things
- not threaten each other
- not hit, kick or hurt each other.

Try to feel
what someone
else is feeling



Leka ho utlwa
seo motho
e mong a se
utlwang

A resolution

There are many ways to resolve a conflict without violence. One way is to agree to disagree, like Asif and Nadim in this story.

3. How did Asif and Nadim resolve their disagreement?
4. Nadim had to wait until the next day to play ball. How do you think he felt about that?

Asif and Nadim's story

Asif: Chess is the best game, it makes you think.

Nadim: No, Asif, chess is boring. Ball games are more fun.

Asif: I respect your opinion. So what can we play now, before lunch?

Nadim: Okay, I will play boring chess now, if you promise to play ball tomorrow.

Asif: Agreed.



We can negotiate

Sometimes to resolve a disagreement we negotiate. We find a way for everyone to get something they want or can agree to do. Let's read this story.

Grandma helps to resolve a conflict

Lance and Loveday live with their grandmother. They often argue about what to watch on TV. Lance likes to watch movies, Loveday likes to watch soccer.

One day, Loveday came home feeling excited because there was a big soccer match on TV. She rushed into the room and grabbed the remote from Lance who was watching a movie. She pressed the button for the soccer and sat down to watch. Lance jumped up and said, "Hey, that's not fair!" He grabbed the remote and put his movie on. Loveday shouted. Lance shouted and picked up a pillow ready to throw it.

Loveday called, "Grandma, Lance is being mean to me!"

"What is all this noise about?"

Grandma said coming into the room. "Fighting will not resolve anything. Take five minutes to cool down."

Loveday said, "But Grandma, my soccer!"

"Five minutes," Grandma said, "then come and sit here with me so we can talk it out and resolve it."

After five minutes, Lance said, "I always feel angry when Loveday takes the remote without asking." Loveday said, "I did not want to miss the soccer – the match had already started." Lance said, "There was only three minutes to the end of my movie."



Grandma's advice for resolving disagreements

- Stop fighting, it wastes time and is disrespectful.
- Cool down.
- Talk about what happened.
- Say how you feel.
- Listen to each other.
- Share ideas for what you can do to resolve the disagreement.
- Decide what you can agree to do.

When we negotiate, we may not get everything we want, but we can have peace.

Give a reason
for what you
think



Fana ka
lebaka la seo o
se nahanang

Let's resolve this

1. Help Loveday and Lance to resolve their conflict.
Fill the gaps in this ending to the story.

"You know our house rule is to share the TV," said Grandma.

"Lance, what would you like Loveday to do next time?"

Lance said, "_____"

"Loveday, what do you think of Lance's suggestion?"

Loveday said, "_____"

Grandma said, "Now, agree to something you can both do to share the TV, so you can both watch your favourite programmes sometimes." Lance and Loveday agreed to _____

2. In your ending to the story, did Lance and Loveday negotiate? Did they both get something they want? Give reasons for your answers.

We can work it out

When we have a disagreement, or are in a conflict situation, we can respond in different ways. Let's read this story.

Sharing a place to play

a

There is a big tree in our playground. It is the best place to play at break. We can play in the shade, or climb in its branches. We usually manage to share it. But one day, a new group of Grade 6 children came to school. This is what happened.

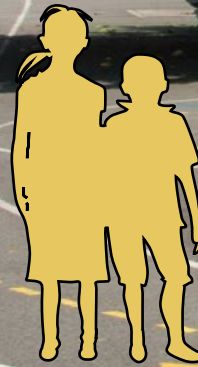
Neo:

I chose to walk away when the older kids came to play. They are all bigger than me, and looked angry. I went to play inside.

The older kids were angry, and called us rude names and waved sticks at us to make us go away.

Sam:

That's when I ran to tell my brother in Grade 7 to help. It was not fair that us Grade 4s had to leave our tree.



b

Sam's brother got everyone to sit down. He asked us Grade 4s to explain what had happened. We told him how we felt when the older kids shouted and waved sticks at us.

c

Ayanda's apology made us feel a bit better. We decided to work out how to share the tree with the new guys.

Ayanda:

I'm a Grade 6 guy.

At first it was a joke, to scare the Grade 4s. But then someone cried and I saw we had hurt them. I said I was sorry, we were wrong to scare them.

I said next time we will ask them if we can share the tree.

Imani:

I helped to negotiate. I said Grade 4s have PE on Mondays, so the Grade 6 guys can take our place then. The Grade 6s said they wanted Fridays as well. We finally agreed on that.

Choose
what works
best for you



Kgetha se o
sebeletsang
hantle
haholo

I choose to ...

Write answers to the questions below.

1. Each child in the story chose to do something different in this conflict situation.
 - a. Who walked away?
 - b. Who asked for help?
 - c. Who apologised?
 - d. Who negotiated?
2. Imagine you are in this situation. What do you choose to do? Give a reason for your answer.

Choices that help, not harm

To resolve a conflict we can choose to do things that help ourselves and other people.

Give a reason for what you think



Fana ka lebaka la seo o se nahanang

Responses to conflict

1. Read **What to do in a conflict situation**.
2. What other ideas can you add?
3. For each idea, give a reason for why this action can help, not harm.

Our words

negotiate
buisana

response
karabo

What to do in a conflict situation

Walk away

If you feel scared, or need to cool down.

Ask for help

If you need advice from a person outside the situation.

Change your mind if your facts are wrong

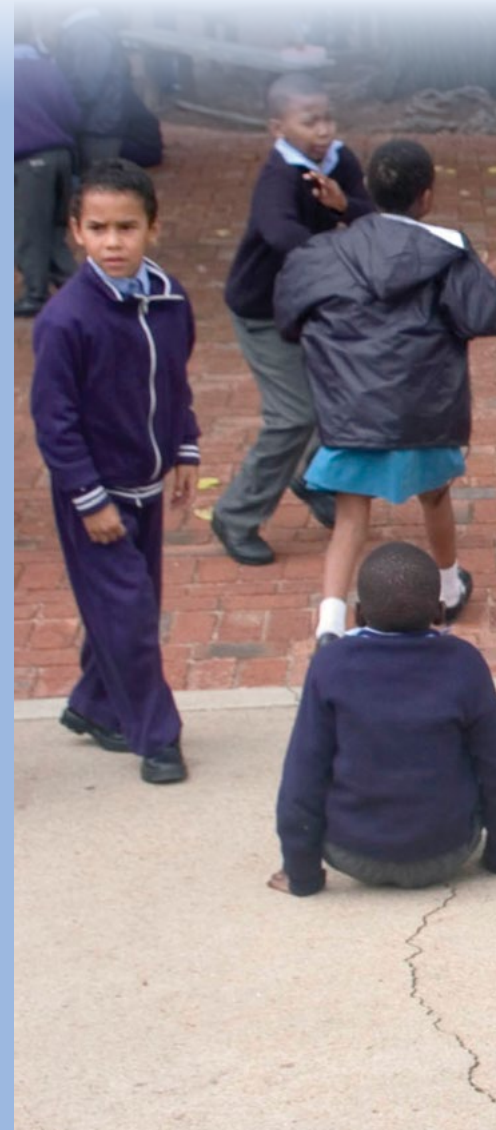
If you listen to others and learn that your facts are wrong, admit your mistake. Say you have changed your mind.

Apologise

Say sorry if you did something unkind. Say what you can do to make things better.

Negotiate

Talk, and listen, to each other to find a way for everyone to get something they want.



Show why
it is helpful
or harmful



Bontsha hore
hobaneng e
thusa kapa e le
kotsi

My conflict resolution story

Write answers to the questions below.

4. Think about a disagreement that you had at school.
 - a. How did it happen?
 - b. How did it make you feel?
 - c. How did it make the other person feel?
 - d. What did you do to resolve the disagreement?
5. Write what you would do differently if a similar thing happened again. Use these questions to guide your answer.
 - a. What facts can we agree on?
 - b. What do we not agree about?
 - c. What can I say or do to change your opinion?
 - d. What can we agree to do?

Try using some of these questions next time you have a disagreement.



Our conflict resolution wheel

A conflict resolution wheel shows different ways to respond to a conflict. It can help us to talk about what works best in different situations.



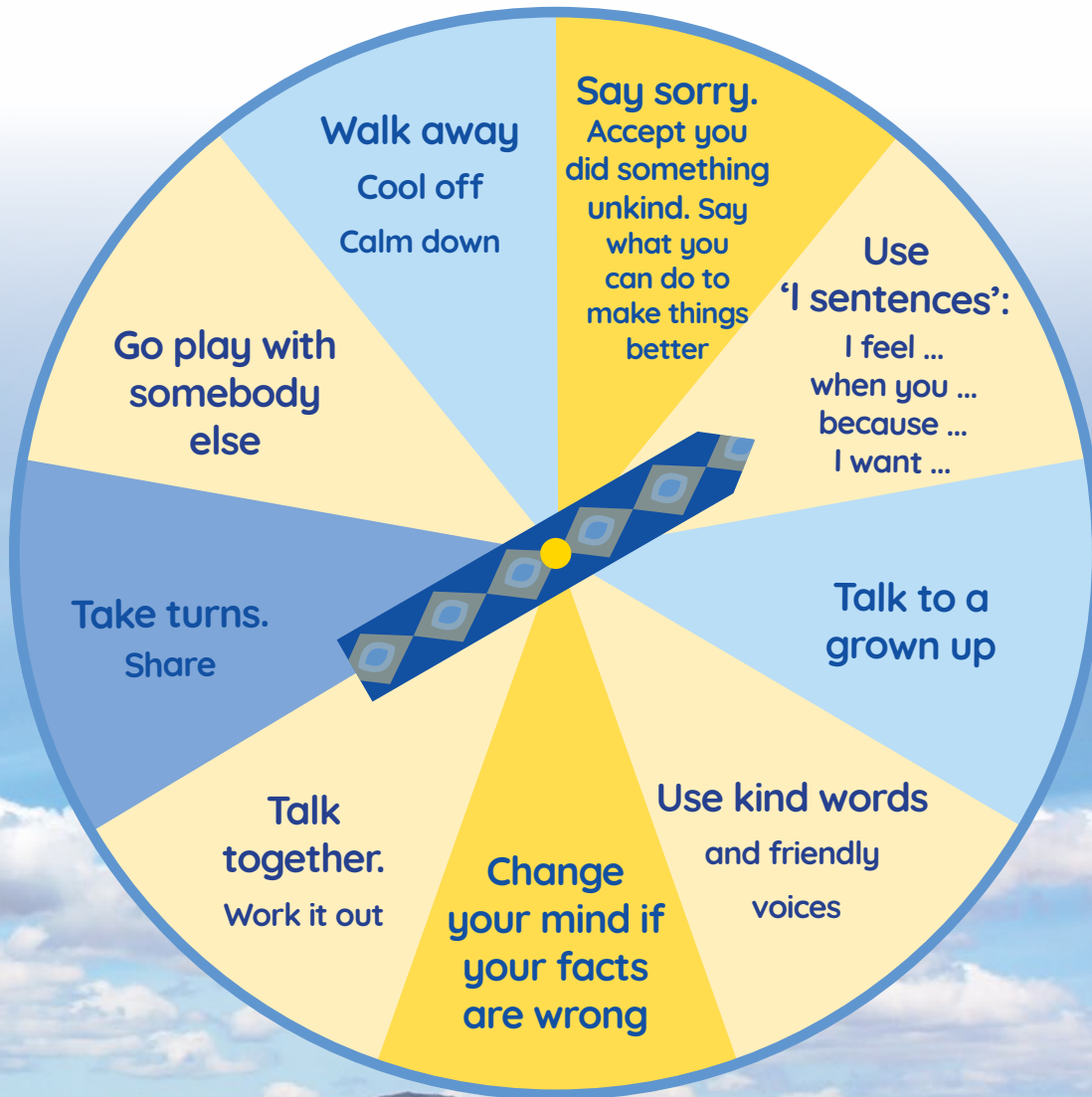
Make a conflict resolution wheel

1. Look at the **conflict resolution wheel**.
2. Make your own conflict resolution wheel.
3. What do you think should be on your wheel?
4. Draw pictures and write words to go on your wheel.
5. Next time you have a disagreement, use the wheel to help you decide what to do. Try it out. What can you change, or add to your wheel, to make it more useful?
6. Think about your strengths of heart, mind and will. What strengths do you think help you to resolve conflict? Write them down.



A conflict resolution wheel

When we resolve a conflict in a respectful way we show kindness to ourselves and other people.



Playing games is a part of performing arts. Games give us energy, teach us skills and help us work together.

I. Getting to know you

- Stand in a circle. Say your name and listen carefully to the names of your friends.

Names are very important. Can you imagine a world without names?



- Say your name in an interesting way while doing a movement (big or small). It can be a kick, folding arms or any action to show how you feel.
- Everyone repeats your name and movement together.
- Go around the circle so that everyone gets a turn to be copied by the whole group.
- Go around the circle a last time, but this time try to remember the actions each person used. How well did you work as a group?

2. Moferefere

- Place enough chairs in a circle for each player except for one person who stands in the centre. They are ON.
- Give each person the name Banana, Orange or Apple. Go around the circle until everyone has a fruit name.
- The person who is ON calls out any of these fruits. If you have that fruit name, move to another chair, while the person who is ON tries to take a seat as well. One person will always be left over and that person is now ON and stands in the centre of the circle.
- If 'Fruit salad' is called out, all players must find another seat. Do not go back to a seat that you have just left.



3. Reverse instructions

This game helps us to listen and focus. One person calls out instructions. Everyone responds immediately.

- **Go!** (Walk around the room without bumping into anyone.)
- **Stop!** (Freeze, stay still, even keep your eyes still.)
- **Run!** (Run around the room without bumping into anyone.)
- **Crawl!** (Crawl on your hands and knees.)
- **Sit!** (Sit on the ground with your bottom touching the floor.)
- **Stand!** (Stand in a relaxed way, not frozen.)

Challenge: When everyone can play the game and listens carefully, change the instructions. Now:

- Go means Stop and Stop means Go.
- Run means Crawl and Crawl means Run.
- Stand means Sit and Sit means Stand.

Listen carefully, respond immediately and try not to make a mistake, or you will be OUT! If out, sit on the floor and the others will move around you, without bumping into you.

Creative Arts values

We are all connected when we work together, and what we do affects others.

Values are things that are important to us, such as **respect** and **honesty**. What is important to you when you do creative arts?





Make a class contract

Together make a contract to guide how you behave, how you treat each other and how you work with each other. A contract is an agreement that people make together.

Here are two ways to make a contract:

- A big piece of paper or cardboard, or lots of smaller pieces of paper.
- Marker pens.
- A ball of string.

1. Spider's web

In a circle, one person holds a ball of string and says out loud the idea they want to add to the contract. Then they throw the ball of string to someone else, while holding on to the end of the string. Keep going until the whole group has created a spider's web. What happens if one person drops the string?



I have the right to be listened to, and I have the responsibility to listen to others.



2. A contract poster

Each of you gives one idea for the contract. Write all the ideas where everyone can see them and let the whole class sign it.

For contracts to work, everyone needs to play their part. How will you make sure you keep to your agreements?

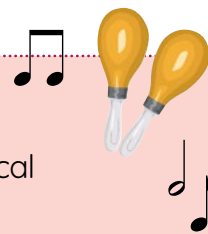
South Africa has a Bill of Rights which guides the country's Constitution. A Bill of Rights is like a contract, that allows people to live peacefully with one another.

Morethetho

Welcome to the wonderful world of music!

We are going to make music in different ways. We will sing, play musical instruments and find ways to read and write music.

Let's enjoy making music!



Body percussion is a fun way to make sounds. How many different sounds can you make with your own body without using your voice?

1. Body percussion

- Count 1 2 3 4 out loud and add the actions: four claps, four stamps, four clicks.

X = Clap

! = Stamp

*** = Click**

1	2	3	4
X	X	X	X
!	!	!	!
*	*	*	*

This way of writing music is called block notation. Each block is one beat. Each action has a different symbol.

Group body percussion

Play the whole piece four times without a break.

Our words

Morethetho is a Sesotho word meaning rhythm.

Rhythm is the pattern we make when we group long and short sounds together.

Percussion is making sounds by hitting, shaking or scraping an instrument.

Canon is when everyone makes the same music but each group, or person, starts at a different time.

A **pattern** is something that repeats itself, it comes again and again. We can make patterns with sounds, shapes, drawings or movements.



2. Fun with canon

- Do the **rhythm**, following the **pattern** below:

Count	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Group 1	X	X	X	X	!	!	!	!	*	*	*	*	X	X	X	X
Group 2					X	X	X	X	!	!	!	!	*	*	*	*
Group 3									X	X	X	X	!	!	!	!

Each group repeats the pattern three times.

Once you start the rhythm, continue without stopping until the end.

3. Masidlale - let's play!

- Be creative with the rhythm. Instead of clapping four times, replace a clap with a different sound. You can make the sound with your voice or a different body percussion.

1	2	3	4
Wah!	X	X	X
!	!	!	!
*	*	*	*

- Do the same for the other two lines.
- Use different sounds each time.
- Practise playing the rhythm with the sounds you chose.
- Then play the new rhythm in canon.
- Each group repeats the pattern three times.





Keep the beat

In music, the beat helps to keep us in time.

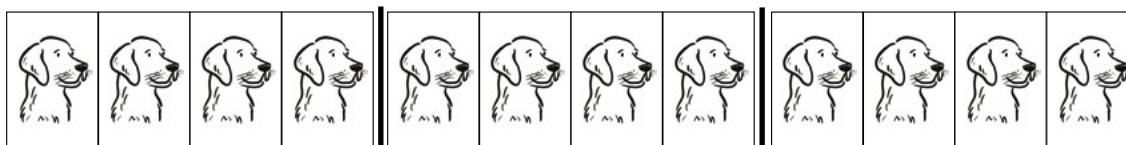
Our words

1. Find the beat

- Count 1 2 3 4 aloud, and together clap, stamp and click the rhythm. Then replace the numbers with the word dog for each **beat**.
- The word dog has only one syllable (the word only has one sound in it).
- Keep the same beat.
- Each clap, stamp or click fits into one dog. One dog equals one beat.

Beat is the regular count that keeps us together, in time, when we play as a group.

A **bar** is a small section of music. Each bar usually has the same number of beats.



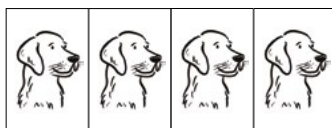
This is one **bar**.

Between each bar there is a **bar line**.

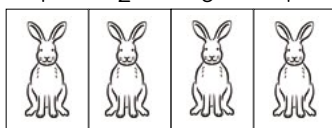
2. Fun with friends

Now clap and say the animal names at the same time. Keep to the same beat.

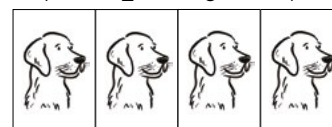
Friends:



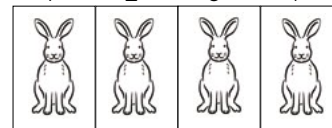
You:



You:



Friends:



Do you feel how the word 'rabbit' has two syllables? (The word is made up of two sounds.)



$\frac{1}{2} + \frac{1}{2} = 1$
rab + bit = one beat

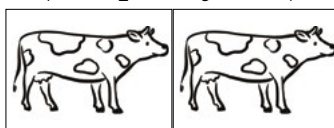
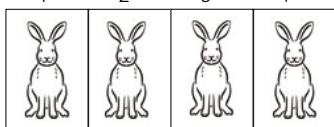
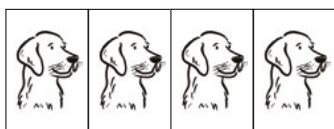
Say the word 'rabbit' as fast as you say 'dog'.

3. The animals get friendly

- Use your dog and rabbit cards to create a rhythm of FOUR bars with FOUR beats in each bar.
- Clap the rhythm.
- Use percussion instruments to play your rhythm.
- Say the animal words aloud as you perform your rhythm.

4. The more the merrier

The dog and rabbit have a friend named cow who also wants to play. When you say the word cow it makes a longer sound than dog or rabbit.



The cow is two beats long.

Say the word 'cow' by dragging it out long so that it fits into the same time as two dogs - coooooww.

One of you claps dogs, one claps rabbits and the other claps cows. Clap four bars with four beats in each.

Person 1:	 1	 2	 3	 4	 1	 2	 3	 4	 1	 2	 3	 4	 1	 2	 3	 4
Person 2:	 1	 2	 3	 4	 1	 2	 3	 4	 1	 2	 3	 4	 1	 2	 3	 4
Person 3:	 1	 2	 3	 4	 1	 2	 3	 4	 1	 2	 3	 4	 1	 2	 3	 4

Swap around so that you clap each animal. Can you keep the beat?



All aboard the animal train

Some rhythms can include silent beats.



1. Make a rhythm with different animal names

































































- Use pictures of dogs, rabbits and cows to create a rhythm made up of four bars of four beats each.
- Clap the rhythm with your friends.
- Use empty cards to replace some of the animals with silence.
- Each silence card is as long as one dog, but you can use more than one at a time if you like.
- Use percussion instruments to play your rhythms.

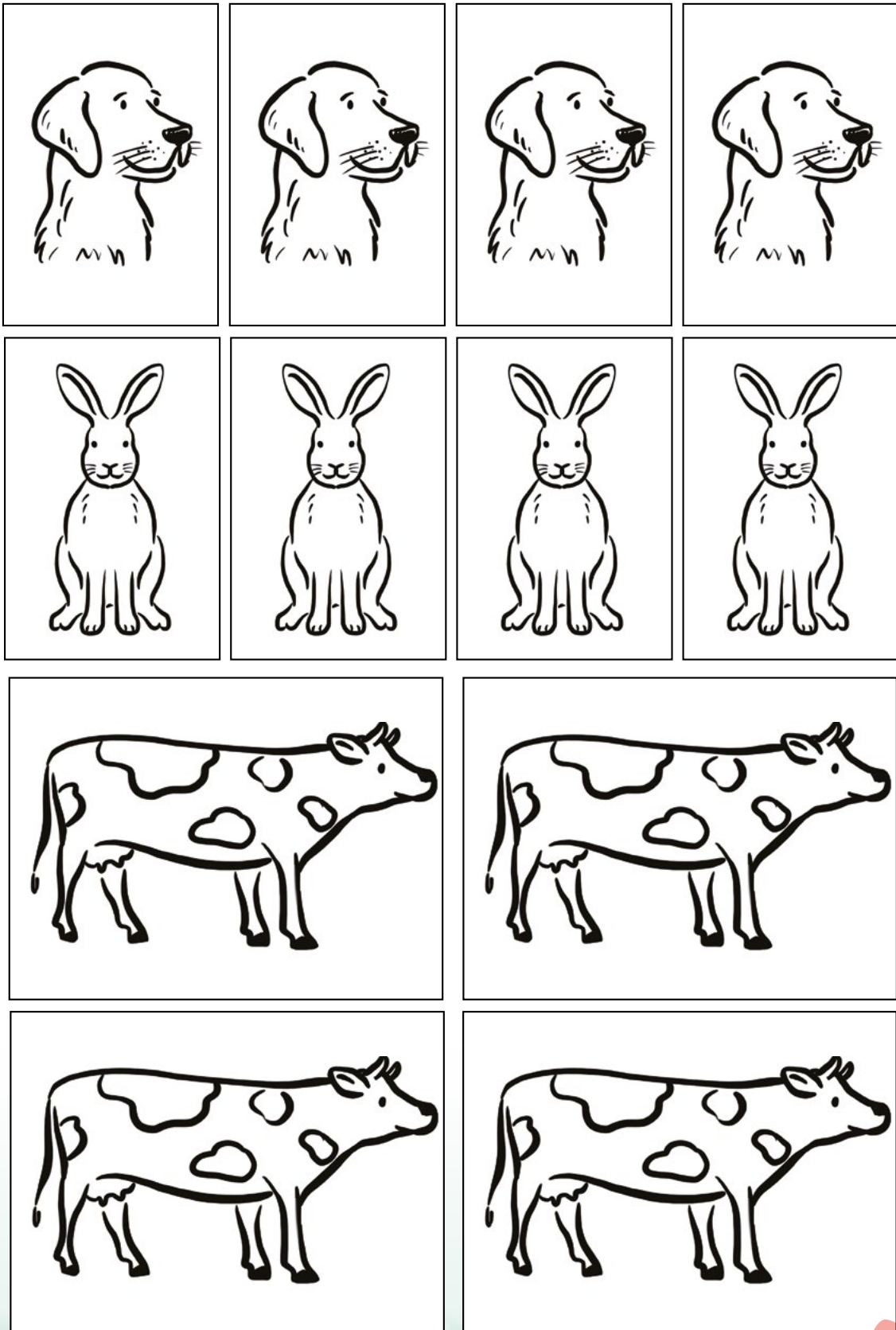
Continue to say the animal words as you perform your rhythm. When there are silent cards, you can mouth the words instead of saying them aloud.

2. Performing rhythms

Play this rhythm using your choice of any percussion instruments, or vocal sounds, or body percussion.

Practise the rhythm several times before playing it to the class.

 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4
 1	 2	 3	 4



For photocopying



Tapping our feet

Our words

We often tap our feet in time to music.
Let's find out more about timing in music.

1. Thul 'ulalele - keep quiet and listen

- Sit quietly in a circle. Find your own **pulse** in your wrist or neck. Do you feel a regular beat as the heart pumps blood around your body?
- Softly make a vocal sound in time with your pulse. Listen to other learners' sounds.
- In music we also feel a pulse. This pulse can be fast or slow depending on the **tempo** of a piece.

Tempo is how fast or slow the beat is – the speed at which music is played.

Pulse is the smallest unit of time in a piece of music. It is like the regular ticking of the clock or a heartbeat.

Stress is when one beat is played more loudly than the other beats.

2. Feel the pulse

- Stand in a circle.
- Lightly tap each body part to a regular pulse. Tap your head, your shoulders, your chest, your knees and your toes.
- Then tap each part six times, four times, two times and once.
- Keep the pulse the same through to the end of the tapping game.



3. Keep the beat as a group

Sit in a circle and play this game:

- One person keeps a regular beat on a drum or desktop.
- One person starts to clap. When they have clapped four beats, the next person joins them for four beats.
- As each person joins in, those already clapping continue to clap, counting their beats in their heads. Continue until everyone in the group is clapping at the same time.
- Repeat, but this time clap three beats before the next person joins in.
- Repeat, but use only two beats before the next person joins in.

4. Find regular stresses

Organise yourselves into three groups.

- Group 1 claps four beats with a **stress** on the first beat. ONE two three four ONE two three four.
- Group 2 claps three beats with a stress on the first beat. ONE two three. ONE two three.
- Group 3 claps two beats with a stress on the first beat. ONE two. ONE two.

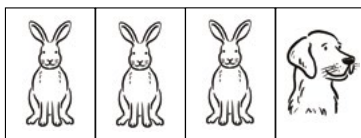
Replace the first stressed clap with an 'AH'. Each group's AH will come at a different time.



5. Feel the pulse, beat and rhythm!

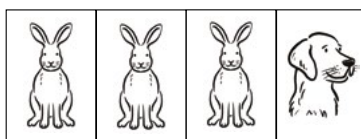
- Learn this rhythm. You can say it or sing it, but keep the basic beat for four counts throughout.
- Count four beats in your head before you start.

Engine, engine number nine,



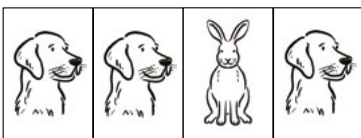
1 2 3 4

If the train should jump the track,



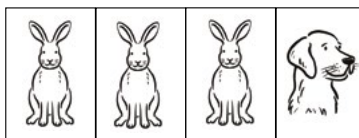
1 2 3 4

Yes, no, maybe, so



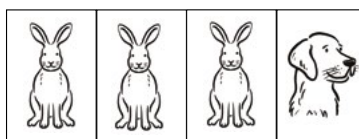
1 2 3 4

Going down Chi- cago line



1 2 3 4

Will I get my money back?



1 2 3 4

6. Put it together

- One person keeps the **pulse** by clapping rabbits throughout.
- One person counts the **beat**: 1 2 3 4 1 2 3 4.
- One person plays, sings or says the **rhythm**. Use the words of the song, with the length of each beat shown by the different animal notes.
- Can you keep the pulse and the beat the same through the song?



What other songs do you know that use a count of four beats?



sha-sha-shaaa

tooo tooo

boom-bam-ba-pa-pa



Instrument families

We can group instruments by the way they make sound.



1. What instrument is that?

How many instruments can you name on these pages?

- Do they have another name in your home language?
- What are they made of?
- What kind of sound do they make?
- Can you mime how to play them?
- Can your friend guess which instrument you are miming?

All sound is vibration, which is how sound moves through the air and can be heard by our ears. The part of the instrument that vibrates and where it vibrates is different for each instrument family.

There are four main families of instruments.

1

Chordophones

- Strings vibrate
 - Pluck, bow or strum
- (For example, violin)

2

Aerophones

- Air vibrates
 - Blow
- (For example, flute)

3

Membranophones

- Stretched membrane vibrates
 - Beat or strike
- (For example, drum)

4

Idiophones

- Body of the instrument vibrates
- Shake (rattle), scrape (rico rico) or strike (wood block)

bam bam

waaaa waaaa

sheeeeee

sheeee

tuk tuk tuk

tedaltee

sheeeeee

2. Tuned and untuned percussion instruments

Follow the lines to see which percussion instruments are tuned and which are untuned.

Membranophones and idiophones are also called **percussion** instruments. They can be **tuned** to make a clear note, like the marimba, OR they can be **untuned**, like a shaker.



When you play the keys of the piano, small beaters hit strings inside the piano and that is what produces the sound. Is the piano a string instrument or a percussion instrument?

Fill your percussion box

Anything that makes a sound can be used to make music, so keep your eyes and ears open. Bring objects to class to make music with. See how many sounds your instrument can make by shaking, hitting or rubbing it. Keep adding to your box, so that everyone has an instrument to play with. Is your instrument tuned or untuned?





Percussive performers

Many dancers create rhythm as they dance.

I. Rhythmic performance

- Create your own rhythmic performance. Clap, stamp or use objects to make sounds. You can also use gumboot or Mapantsula dance ideas.
- Agree on a walking or stamping speed. Start to add claps or other sounds. Leave some silences so that others in your group can add their own rhythmic sounds.
- Include some loud and some soft claps.
- Change speed sometimes. Use the beat and rhythms (dog, rabbit, cow) from other lessons to help you.
- Each group can perform for the rest of the class.

‘Stomp’ is a group of performers that make rhythm out of anything. You can see them online using brooms and sticks to make percussion. See how they fit their rhythms together.

Playing brooms: <https://www.youtube.com/watch?v=5-0lrHhpvGM>

Playing sticks: https://www.youtube.com/watch?v=MM_rPDB8Cj8



2. Tuned percussion instruments

The xylophone

The xylophone is a tuned percussion instrument. 'Xylo' is a Greek word that means 'wood', so xylophone means 'wood that speaks'. Can you think of other words that have 'phone' in them?

Marimba is an African name for a xylophone. We play the marimba with a stick with a round end, called a mallet. We use the mallet to hit blocks of wood called keys. Each key is a different length and makes a different sound. Short keys sound higher than long keys. In a marimba band, different-sized marimbas have different sounds.



3. Reflect on marimba music

- Listen to some marimba music.
- Talk about marimba music. Here are some questions to guide your discussion.
 - Have you seen someone play a marimba? If yes, what size of marimba was it? Did it sound high or low?
 - Have you played a marimba? If not, would you like to play a marimba? Give a reason for your answer.
 - Can more than one person play the same marimba at the same time?



Ankle rattles

Dancers in Africa often wear ankle rattles so their dance steps make a sound which becomes part of the music.

These ankle rattles show how creative people are in making percussion instruments from all kinds of materials.



Amafahlawana
made from woven
palm leaves,
Tanzania



Umfece made with
moth cocoons,
Swaziland



Rattles made from tops of
tin cans, KwaZulu-Natal

Are ankle rattles
tuned or untuned
instruments?

1. Make your own ankle rattles

- Put popcorn, sand, dry rice or tiny stones inside toilet roll tubes and fold them closed at both ends.
- Line the tubes up between two sticks and tie them together with rubber bands (or string)
- Paint and decorate your ankle rattles.
- Tie them to your right ankle so that you can become part of the music when you dance.







- Six cardboard toilet roll tubes
- Uncooked popcorn, sand, rice grains or small stones
- Two short sticks or plastic pipes
- Two rubber bands



2. Let's be a train

- Make a long line with the other learners and move together like a train.
- Make sure everyone has their ankle rattle on their right foot.
- The dance uses a double step on the **right foot** (rab-bit), then one step on the **left foot** (dog), and repeats. You need to keep a regular beat throughout.

Dance

1	2	1	2
Rab-bit	Dog	Rab-bit	Dog
			
R R	L	R R	L

- Move around the space using this rhythm. Say the animal words as you dance the rhythm.

If you know the song, **Shosholoza**, you could sing it to this foot rhythm.



Shosholoza,
Shosholoza, Kulezo
ntaba, Stimela
siphume, South
Africa!

Did you know?

Shosholoza is a famous Southern African song, which is about mine workers going to Johannesburg on the trains. 'Shosholoza' is an Ndebele word meaning 'move forward', but it also imitates the sound made by a steam train: 'Shoo-shoo'!



No talifha



Warm up and play

We need to warm up to prepare our bodies for dance.

Clear the space!

For dancing we need a clear, clean space and a floor that is flat, not bumpy. We also need fresh air, so open a window or door.

1. Raindrops



- Imagine gentle rain is falling. Tap your fingers gently on your head and face like raindrops. *Tip, top, tap!*



- Now bigger raindrops are falling. Use a soft, flat hand to tap all over your body. *Splish, splosh, splash!*



- Brush the water off. Use fingertips to brush all the way down your body. *rrrrrrrrush!*



- Imagine a smell that you love. Breathe it in deeply and sigh. Do it three times.

2. Use tension and relaxation



Squeeze and stretch different parts of your body. Imagine you are a golden ball as you squeeze and a silver star as you stretch.

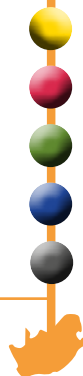
Breathe in and, as you breathe out, shake out your whole body. *Sjoe!* Now you are ready to play.



Our words

Tension is what you feel when you stiffen your muscles.

Relaxation is letting your muscles become soft and floppy.



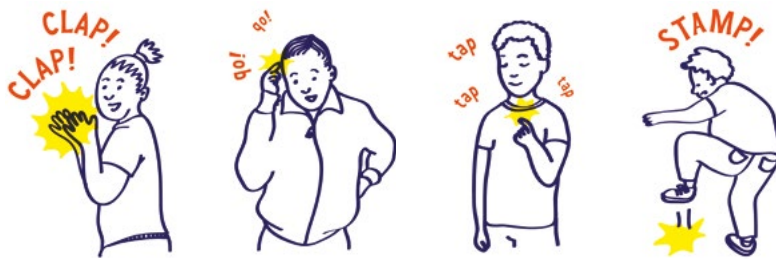
3. Tapping dance

Tapping the body is not just for warm ups, it is also an exciting part of dance and music. Can you think of a dance that uses tapping?

Think of gumboot dance, where dancers hit, slap and tap their boots in a fast and flashy rhythm. Think of body percussion where the body is used like a drum.

Let's try some body percussion so you can feel it for yourself.

Try these different taps. How does each one sound? Are some lower or higher pitched than others? Are some sounds louder or softer than others?



- Try tapping your knee, your bottom, your tummy ... where else?
- What does a brush action sound like?

Handy hint

The taps should never hurt. They should always feel good. Tap softly before tapping more firmly, so that you do not hurt yourself.

Our words

4. Name rhythms

Think of your name. How many **syllables** does it have?

The name **Fatima** has three syllables. **Siphokazi** has four syllables. And **Jeff** has one syllable. Add your surname. How many syllables does your name + surname have?

If your whole name is shorter than five syllables, make up a new name for yourself. For example, if your name is **Jeff Taylor**, you can say:

Jeff 'the best' Taylor

Tap the rhythm of your name using body percussion. Each syllable is a different tap or brush. Practise your rhythm name until you can do it easily.

Teach it to your friend. Link your two rhythm **sequences** so you have one longer **sequence**. Do it together three times.

Syllables are the sounds in a word.

Sequence is the order in which one thing follows another.



Four Dance Part I

Practise moving to the beat to prepare for the Four Dance.

Our words

1. Travel and freeze warm up

- Travel through the space. Make pathways that curve past each other.
- One person is ON. When that person freezes, everyone must **freeze**.
- When you freeze, close your eyes. The person who is ON picks a new person to be ON. They move around the room quietly and touch someone on the shoulder.
- Travel again. The class does not know who is ON, but everyone needs to freeze at the same time.
- Keep playing until the whole class can freeze and be still at the same time – well, almost at the same time!

Freeze means to stop moving and keep your whole body still.



If you use a wheelchair, can you bop your head to the beat of the drum? Or your shoulders? Or your eyelids?

2. Travel to the beat

- One person plays the drum. Set up a beat that is easy to walk to: **Dog, dog, dog, dog.**
- Everyone walks to the beat of the drum. Make pathways that curve past each other. Use the full space of the room.
- Drummer, change the speed of the walk so that everyone runs: **Rabbit, rabbit, rabbit, rabbit.**
- Now try some slow beats: **Cow, cow cow, cow.**
- Can you drum so that everyone skips? **Step ... hop, step ... hop ...**

3. Add directions, levels and weight

Keep travelling to the beat of the drum.

- Experiment with directions: Travel sideways, backwards, and turn sharply at surprising moments.
- Experiment with weight: Be heavy and then be light.
- Experiment with levels: Reach up high, then reach wide and then reach low.

High level is anywhere above your waist. Medium level is around waist height. Low level is below the waist.

Our words

4. Add freeze

- Drummer, do not drum on all the beats, miss some beats.
- Everyone, freeze in those silent moments.

Silence in music is called a **rest**.

5. Move on the spot

Let's stay in one place for a while.

- Drummer, only drum dogs now, miss a few beats here and there.
- Everyone circle different body parts to the drum beat. Let each circle take four dogs.



Wrists and ankles



Elbows and knees



Shoulders and hips



Head

Dance with your ankle rattles on to create even more rhythms!

- Remember to freeze for the silent beats.

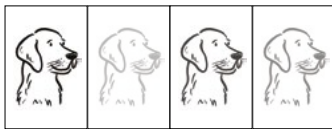


Four Dance Part 2

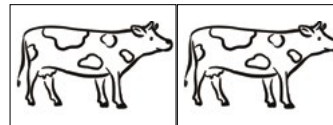
The Four Dance is a dance to four bars of music, each bar has four beats.

I. Learn the Four Dance

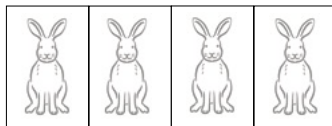
Bar 1: Clap four beats (dogs). Follow each loud beat with a softer beat: dog, dog, dog, dog.



Bar 2: Take two slow, heavy steps: cow, cow.



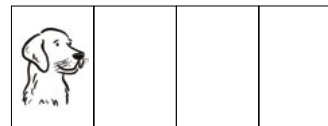
Bar 3: Run lightly in a small circle around yourself: rabbit, rabbit, rabbit, rabbit.



Keep to the beat of the drum!



Bar 4: Take one step (dog) and hold a greeting pose for three missed beats: dog, dog, dog, dog.



Practise the Four Dance until you know it.

2. Dance the Four Dance

Let's add **canon** to our dance.

- Group 1 starts first.
Group 2 starts two bars later.
- Do the Four Dance with canon four times.
- Relax and play. Drummer, drum a beat. Dancers, dance. Use different parts of your body and enjoy all the movements.

Canon is performing the same dance, to the same beat, but starting at different times. It is like singing a round in music.

3. The Thank You Dance

Cool down with this dance.

- Stand in a circle.
- Breathe in and lift your straight arms above your head. Imagine you are gathering good energy into your arms. As you breathe out, touch your head, chest, legs, feet and finally touch the earth. Bend at the waist when you need to. Imagine the energy is flowing through you and into the earth. Do that three times.
- Then touch your heart and gesture around the circle, from the person on your left all the way round to the person on your right. Silently thank everyone for being a part of the experience.



Reflect with a partner:

- What did you learn from this lesson?
- What was it like to travel, and freeze?
- What is canon?





The Tree Dance

A dance can be made of many smaller parts, called **units of action**. Each part is danced in a sequence, to tell a story.

Did you know?

The Mopane Tree grows in hot, dry soil in southern Africa. It starts as a seed, and uses sunshine and water to grow into a tree. It has butterfly-shaped leaves that are green in summer and turn red and yellow in autumn. It has curved pods, and uses the wind to carry its seeds across the land.



Someone reads this story to the class. Use your body to show the story as they read.

- 1** Imagine you are a tiny seed in the ground waiting to grow.



- 2** Spring comes, the ground gets warm and you send a shoot up through the earth.



- 3** The sun and earth feed you and you grow into a beautiful tree.



- 4** The summer breeze gently blows you from side to side.



- 5** Rain lets you blossom tiny white flowers.



- 6** An autumn wind makes you twist and turn and pull and push.



7 You grow pods full of seeds.



8 In winter your leaves fall to the ground.



9 The wind carries your seeds across the land.



10 A seed sinks into the earth to become a new tree.



Practise

Repeat the Tree Dance until you remember the whole cycle.



Perform

The storyteller uses a drum or claps hands to give a beat. Do the Tree Dance and use the beat to help you keep time. Do the dance three times.

You and your classmates dance at the same time, but each of your dances may look different.

Cool down

Lie on your back and close your eyes.

Remember the smells that make you happy. Imagine you can smell them now. Breathe deeply. Let your tummy rise and fall with your breath.

Relax and let the earth hold you. If you have tensions or worries, imagine that they wash out of you. The earth is very big and strong and can easily take your troubles. Let them go, relax and breathe for a few minutes.



If you cannot lie on the floor, then you can sit. If you use a wheelchair, relax into it.



Explore units of action

Units of action can be small movements, like a jump, a turn or a bend. We put these movements together to create a dance.

1. Name units of action. Match each of these words to a picture.

- a. Travel
- b. Transfer weight
- c. Gesture
- d. Jump
- e. Bend
- f. Turn
- g. Be still
- h. Stretch
- i. Twist

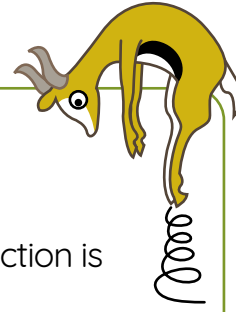


Did you know?

Most movements combine units of action. When you get out of bed in the morning you open your eyes and blink (gesture). You roll over and sit up (turn and transfer weight). You stretch and yawn (stretch and gesture). You stand up (stretch and transfer weight again). You walk to get your clothes (transfer weight and travel).

- How is going to bed at night different?

Check your answers on page 76.

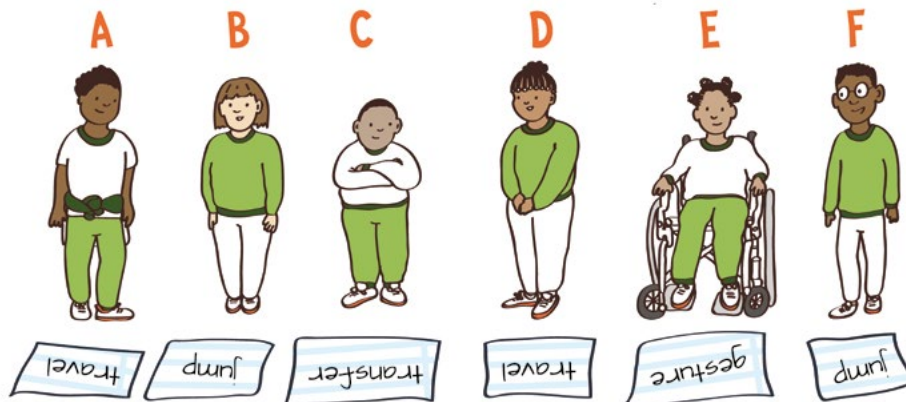


2. Practise a unit of action

- Choose a unit of action.
- Find different ways to do that action. For example, if your action is 'jump', how many different types of jumps can you do?
- Put them into a sequence. Perform them to the class.
- Watch the other groups' movements. Which units of action did they choose?

3. Create a dance

- Choose 'travel' and five other units of action.
- Write them down, with each unit of action on a separate piece of paper.
- Stand in a line, with the name for a unit of action in front of each person. They can be in any order.
- Starting with the person at the end of the line, name yourselves A, B, C, D, E, F.



If you are working outside, write the units of action in the sand. If you are in a classroom, write them on the board. If you have paper, write them on different pieces and line them up.

- **Person A:** Step forward and do your unit of action, in your own way. Then step back in line.
- **Everyone:** Step forward and do A's movement. Step back in line.
- **Person B:** Step forward and do A's movement. Then do your unit of action, in your own way. Step back in line.
- **Everyone:** Step forward and do A's movement and B's movement. Step back in line.
- Keep going until each person in your group has performed their own unit of action.
- Your group now has a dance sequence of six different units of action.



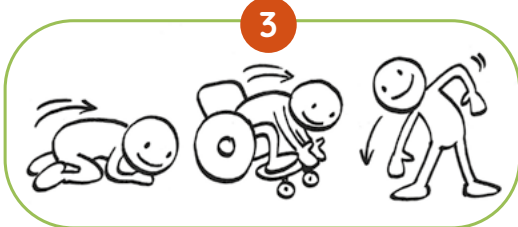
Units of action



Jump: Your body leaves the floor.



Turn: Change direction.



Bend: Make your body smaller.



Stretch: Make your body bigger.



Twist: One part of your body turns to the front and another turns to the back.



Transfer weight: Move your weight from one part of your body to another.



Travel: move to a different place in the room



Be still: Do not move.



Gesture: Move only one part of your body.

Dance our units of action

We can add rhythm to our dances. We can learn from our performances.

1. Practise your dance

- One person claps or drums a beat.
- Organise your movements to the rhythm. Which movements are slow? Which movements are fast?
- Create a clear start and a clear end for your dance.



2. Perform and watch

- In your group, be ready to perform when it is your group's turn.
- Clap, or drum, to start the beat for your dance.
- After your dance, watch the other groups' dances.

3. Reflect, think about the dances

- Talk about the dances with your group.

Which units of action did you see in the dances?

What was different about the dance sequences?

What did you feel when you danced for the class?

What do you think your group did well?

What would you like to do better next time?

- Find a partner from another group. Tell them what your group talked about.
- Listen to what they say about their group's reflections.

4. Cool down

Dance the Thank You Dance from page 71.





Singing together

Our voices are our natural instruments.
We can sing together.



I. Warm up the voice

To take care of your voice, always warm it up before you sing.

A. Breath and sound

Make each of these sounds twice. The sounds can be high or low, whatever **pitch** is comfortable for you.

To begin, breathe in slowly through your nose.

- Hum these sounds, with a closed mouth

"HMMMMM"

"NNNNNNNN"

"VVVVVVVV"

"NGngNGng"

(Make high and low sounds, like a racing car)

- Open your mouth and slowly make these sounds

"Ahhh"

"Eeee"

"Awww"

(as in saw)

"Ohhh"

(as in sew)

"Oooooo"

(as in moo)

B. Arm swings

Do these breathing exercises with your feet slightly apart. Do each exercise about five times:

- Breathe in and lift arms up.
- As you slowly lower your arms, breathe out through your mouth.

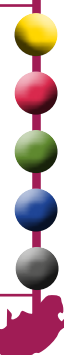


- Swing your arms up and down as you hum 'mmmmm'.



2. Animal Fair

Our words



Unison is singing together at the same time and at the same pitch.

Pitch is how low or how high a sound is.

- Slowly count the beat: 1 2 , 1 2
- Sing the song *Animal Fair* together, in **unison**.
- Sing the song and do the actions in time with the slow beat.
- Practise the song, with the actions, a bit faster, speed up the tempo a little bit.
- One person can keep the beat on a drum or another instrument.
- March to the beat, sing the song and do the actions.

Animal Fair

I went to the animal fair [clap-clap]

The birds and the beasts were there [clap-clap]

The big baboon by the light of the moon,
was combing its auburn hair [clap-clap]

The monkey fell out of its bunk, PLONK!

And slid down the elephant's trunk [whistle]

The elephant sneezed [achoo!] and fell on
its knees

And that was the end of the monkey,
monkey, monkey, monkey, monkey, monkey,
monkey, monkey, MONK!

Actions

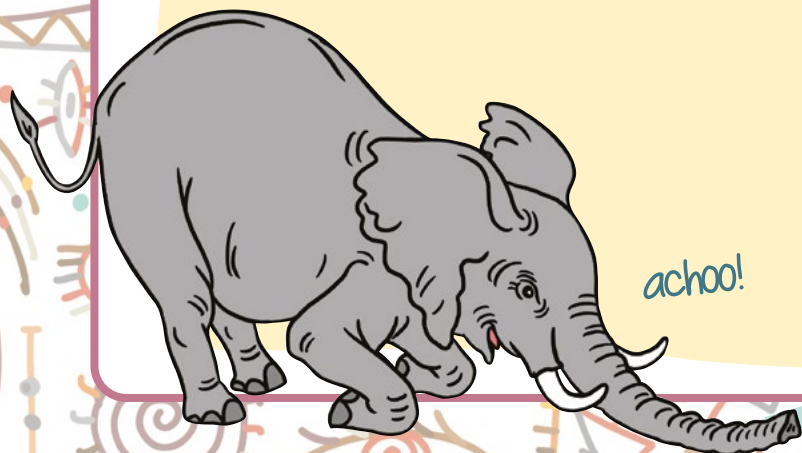
Pretend to comb your long red hair.

Say 'PLONK' as you drop into a squat then stand up quickly to sing the next line.

Whistle while doing a sliding action with your hand.

Mimic sneezing, then fall on your knees. Stand up quickly to sing the next line.

Sing 'monkey' and slap your classmate's hands to the left on 'mon' and clap on 'key'. Repeat this eight times alternating the slaps from left to right. When you sing the last word 'MONK' slap your classmate's hands and hold the position for two beats.





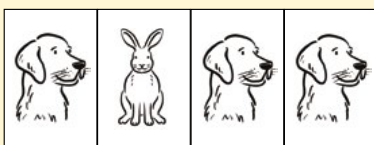
Masicule - let's sing

We can be creative and sing the same song in different ways.

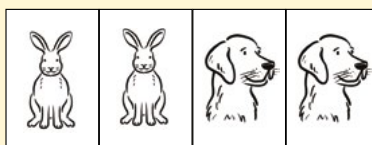
Ntate Mogolo

A Setswana song

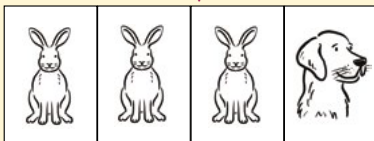
Nta- te Mo- go- lo



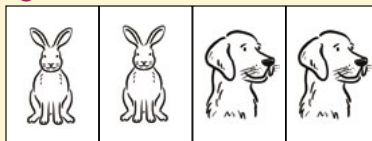
O tswa kae ka je- no?



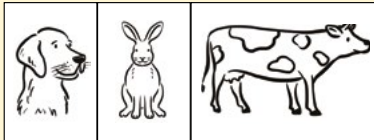
Ke tswa ko sep- etle- le,



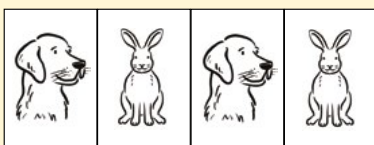
gaufi le di- tha- ba.



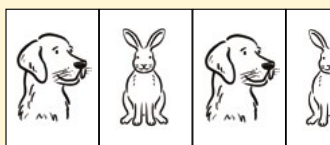
O jewa keng?



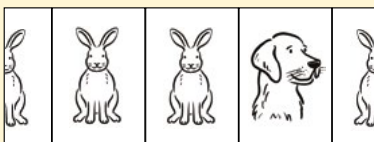
Tlho- go, Ma ge- tla, Se-



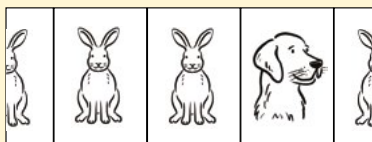
fuba le Le- the- ka,



Ma- ngwele le Men- wa- na,



Ma- ngwele le Men- wa na.



Ntate Mogolo,
Grandfather

Where are you from
today?

I'm from hospital
near the mountains.

What's wrong?

Head, shoulders,
chest and waist,

Knees and toes
Knees and toes .

1. Sing with actions

Sing *Ntate Mogolo*. When you sing the body parts, touch those parts on your body.



Head Shoulders Chest Waist Knees Toes

2. Share the singing between characters

- One person sings the questions the grandchild asks.
- Another person sings the grandfather's answers to the questions.
- Sing the body parts together, in unison, and do the actions.



3. Add silence to the song

- Clap the pulse, then sing the song in unison.
- Leave out one of the body part words. Do the action for that body part, but do not sing the word.
- Continue the game, and leave out different body part words.

Reflect

- After the silent word, did you sing the next word in the song on time? If you did, tell your friends what helped you to do that.



Can you think of other fun ways to sing this song? Try them out with your friend.



Onaletšana



Dance statues



In dance, there are different ways to hold a position and be still.

I. Statues with friends

- Travel around the room. Make pathways that curve past each other.
- One person calls out a **combination** of body parts, for example, “three elbows and a knee.”
- Stop travelling. With the friends near you, quickly put the combination together. For example, move your bodies so three elbows and a knee touch each other.
- Be still like a statue for a few seconds - freeze.
- Travel around the room again, until the next combination is called out.
- Create 10 statues with different combinations of body parts.

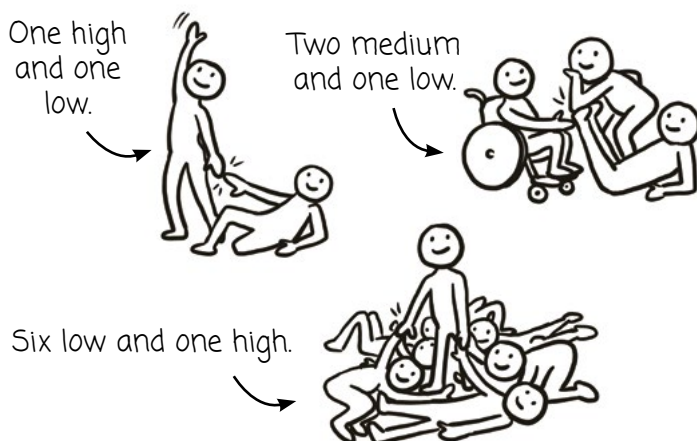


Our words

A **combination** is different things put together.

Combination of levels

- Travel around the room.
- One person calls out a combination of levels.
- Make your statues with the correct combination of levels. For example:



There are only three levels, but so many combinations. What combinations can you think of?





In South Africa, people shake hands, hold hands, hug and pat each other on the back to be friendly. When we touch each other, we must always do so with respect and gentleness.

Be gentle and careful in these games, so no one is hurt. If any of the touches make you feel uncomfortable, tell your friends. Change the dance statue so that it is fun for everyone.



2. Statues with objects

For this activity you may use any objects you are allowed to play with. For example, cans, stones, newspapers, chairs or balls.

- Place the objects around the room.
- Travel around the room. Stop when you pass an object.
- Make a statue with the object. Use different levels and be creative.





Object dances

Our words

There are different ways to dance. We call these **dance styles**. Some dance styles use objects.

Dance styles are different ways of dancing.

Balance is to put something in a position so it does not fall.

1. Practise moves with an object

- Choose an object to move with.
- Try the moves shown in the pictures below. Practise each move about five times.



a. Move the object around your body.



b. Move your body around the object.



c. Where can you **balance** the object?



d. Where can you balance?



e. What sound does the object make?



f. What sound do you make?



g. Can the object 'jump' over you?



h. Can you jump over it?



i. How do you two travel together?

2. Create your object dance

- Choose your favourite way of doing each move.
- Put the nine moves together in a movement sequence, with a clear start and end.



Apply some of these words to your movements!

slow light high level

low level **quick**

heavy medium level

3. Share your dance

- Perform your object dance in a group.
- Start your dances at the same time.
- At the end of your dance, hold your position – freeze – until everyone has finished their dance.
- Watch the other group dances.
- What did you like about the dances? Tell the dancers what you liked.

4. Reflect

- Which objects do you think make good dancing partners?
- Share your ideas with your classmates.

We can dance with almost any object
- fans, sticks, walls, feathers, chairs





What is this object?

In drama, we can use our imaginations to change an object into something else.

- The objects we use in drama are called **props**. What interesting objects can you find to use as props?
- Make a collection of props for your class to use in drama.



Our words

A **prop** is an object that is used by an actor or performer in a drama or dance.

I. Circle game

- Stand in a circle around the objects you collected.
- Take turns to go into the circle and choose an object.
- The first time an object is chosen, act out how it is usually used. For example, use a broom to sweep the floor.
- The next time that object is chosen, the person imagines a new way to use the object. For example, imagine the broom is a horse and ride it, or use it like a hairbrush or toothbrush.
- You can use the objects in any way you like, but be careful not to hurt anyone with an object.



Nosipho changes a boot into a cup to drink from.



Shawn uses a clipboard as a blanket.

2. Reflect

- Talk about the circle game.
- Which objects were used in an interesting or surprising way?
- Do you think it is fun to watch, or imagine, an object change into something else? Give a reason for your answer.

Idea!

An empty chip packet can become a piece of washing to hang on the line, or someone's heart, a secret message, or a special present... What other ideas do you have?

If you use your imagination, a prop can be used in many different ways. It is the way you handle, or use, the object that gives it meaning.





Bring objects to life

Objects can be characters in a drama.

I. Look at things with new eyes

- Look at the world around you.
- Find something that can look like a person, an animal or other creature, if you use your imagination.
- Look at the pictures on this page for some ideas.

Our words

A **character** is a person, animal or other creature in a story.



2. Preparation

- Choose an object.
- Create something that looks like a person or creature. For example, the top of a spoon can look like a head; a plastic bag can have ears if you tie knots in the handles.



3. Bring objects to life

Follow the steps below to bring your object to life. Your friends will watch your drama.

Waking up

- Begin with the object asleep. Try to show it breathing. It slowly wakes up, stretches and stands up.

Moving

- The object looks around. It sees another object next to it.
- You decide what happens next. Here are some questions to help you.
 - How does it move? Slow or fast?
 - What is it looking for? What does it want? Is it hungry, sleepy, or angry? Can it dance?
- Remember your rhythm games – does this character have its own rhythm?

Hello, it is me!

- Introduce your character to your friends: greet, bow, shake hands or do a short dance. Then let others in the group introduce their character.
- Watch your friends as they bring their object to life.





Object theatre

Let's create a story about our object characters.
Two characters meet and do something together.
We can perform some object theatre.

Our words

Theatre means a drama, dance or a musical performance.

A theatre is a place where people perform drama, dance or music.

Personality means what a person, or character, is like, how they think, feel and behave.

Performers Asanda Rilityana and Joanna Evans from Pillowfort Productions in Patchwork, a show for very small children. They used lamps and cushions and other objects as characters that came to life.



1. Relationships

In a story, characters behave, or relate, to each other in different ways. They have different **personalities**. With a partner, use your object characters to act out these situations:

Getting to know you

- Get the characters to notice each other. One character tries to make friends, but the other pushes it away.
- Both characters feel grumpy and do not want to talk.
- But then they make friends and play together.

Having fun together

- Your objects meet again. They are pleased to see each other.
- They travel around the room. They climb over chairs, jump down and cross a busy road.
- Which character is stronger? Which character is braver?
- What else did you find out about your character's personality?

2. The story

Create a story with your characters. For example, the characters look for food; or one character gets lost and they find each other again; or one character gets into trouble and the other goes for help but then they both get into trouble!

- What other story ideas can you think of?
- Your story needs a beginning, a middle and an end.

3. Practise and perform

What can you do to make your story interesting to watch? For example, make your objects move in different ways, add sounds or voices.

- Practise your story a few times.
- Perform your story to others in your class.



The African game Masekitlana uses stones as characters to tell stories. This game is popular among the Bapedi, Batswana and Basotho people of southern Africa.

Can you create a drama or story using only stones as characters?



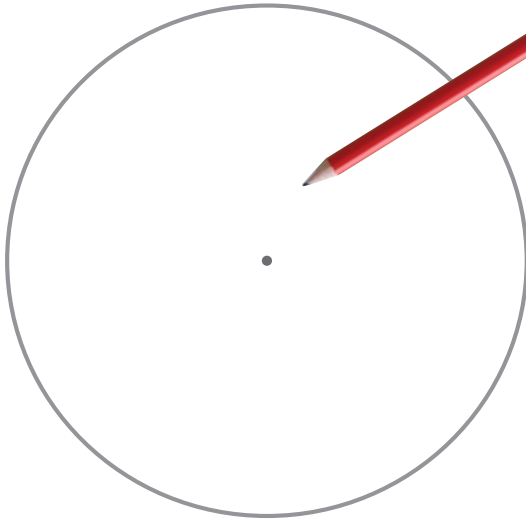


Drawing a Colour Wheel

A colour wheel shows that different colours are related to each other.

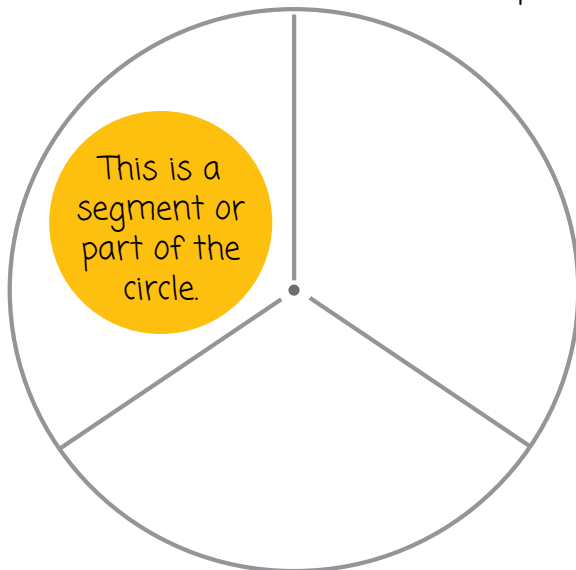
I. Draw the wheel

- Use a pencil to draw a circle as shown below. Make a dot in the middle of the circle.

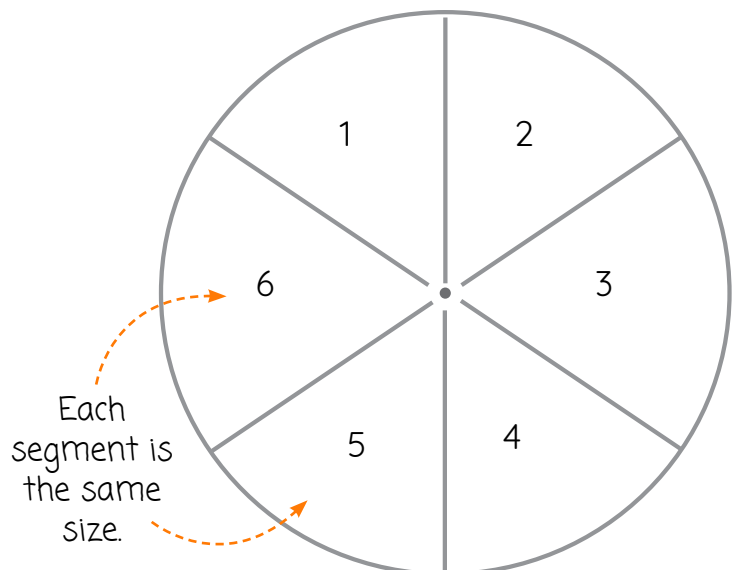


- A4 paper or workbook
- Pencil
- Colour pencils or wax crayons
- Eraser
- Sharpener

- Draw a straight line from the dot to the top of the circle.
- From the centre dot draw two lines to make a triangle shape.
- Draw a line from the centre dot to divide each of the three segments in half.



This is a segment or part of the circle.

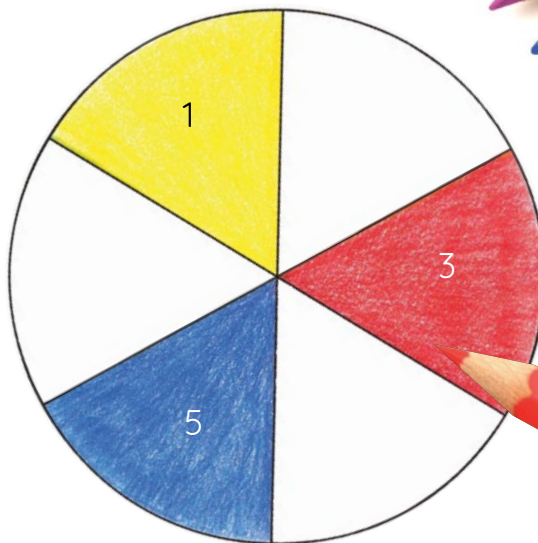


Each segment is the same size.

2. Add the primary colours

Yellow, **red** and **blue** are the three primary colours. They cannot be made by mixing other colours together.

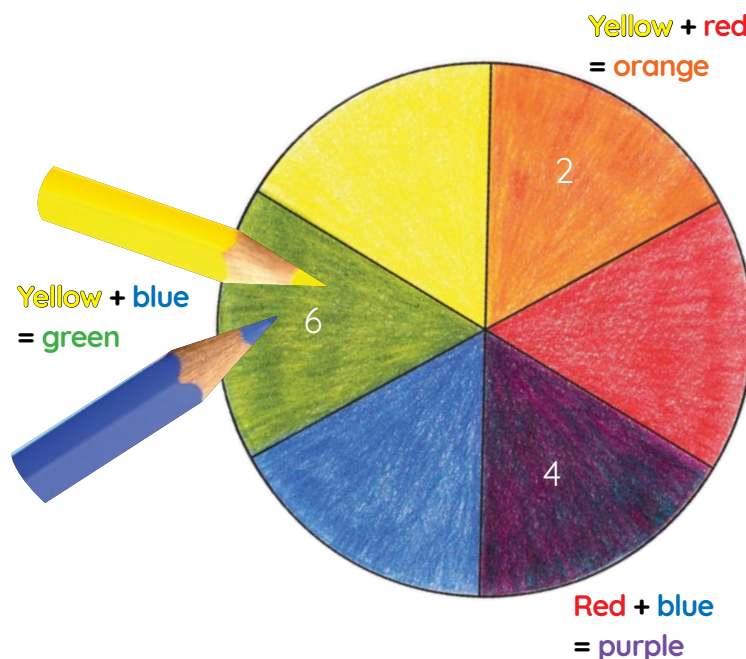
- Use **yellow**, **red** and **blue** crayons to colour segments 1, 3 and 5 of your circle.



3. Add the secondary colours

Green, **orange** and **purple** are the three secondary colours. To make secondary colours we mix two primary colours together.

- Use a yellow crayon to colour segment 6. Then use a blue crayon to colour over it, to make **green**.
- Choose the primary colours that make **orange**. Colour in segment 2.
- Choose the primary colours that make **purple**. Colour in segment 4.



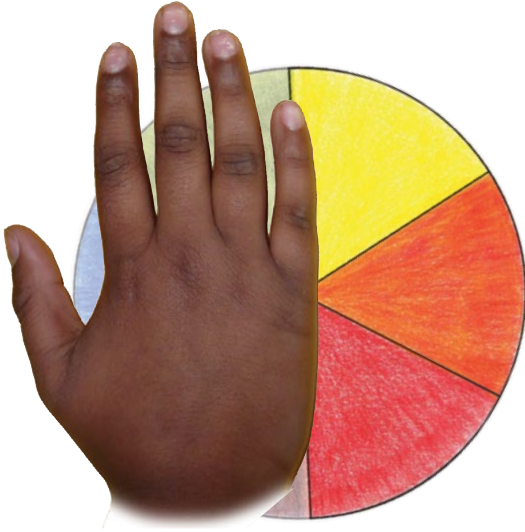
You have finished your colour wheel!



Colours in my world

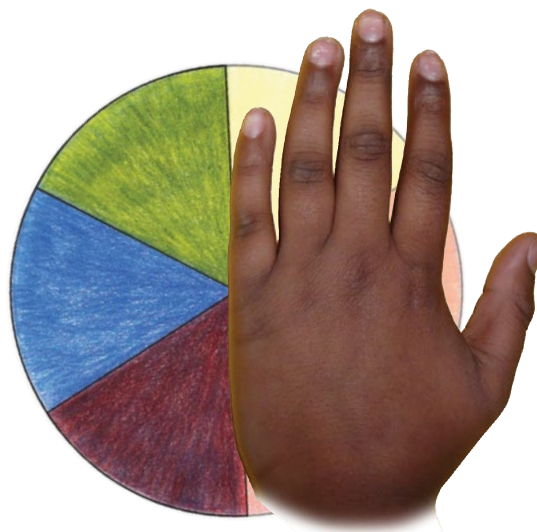
1. Warm colours

- What things do these **warm** colours remind you of?



2. Cool colours

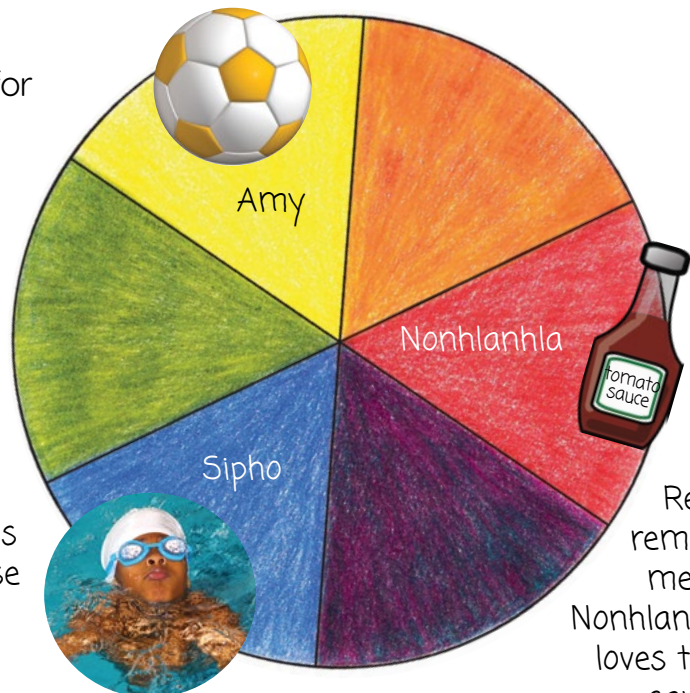
- What things do these **cool** colours remind you of?



3. Colour connections

- What is your favourite colour?
Write your name on this colour in your colour wheel. Give a reason for your choice.
- Think of a person who you can connect with each of the other colours. Write their name on this colour. Give a reason for your choice.

Yellow is my favourite colour because it reminds me of my favourite soccer team.



Blue is Sipho's colour because he loves to swim.

Red reminds me of Nonhlanhla, who loves tomato sauce.

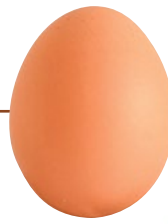


4. Working with texture

Texture means what something feels like when you touch it. For example, rough, smooth, soft, sandy, slimy, furry ...

- What texture does an egg shell have?
- Find things in the classroom that have different textures.
- Look for different textures in the artworks in this book.

Draw lines to show different textures. You can use dots, scribbly lines, wavy lines and smooth lines. Here are some examples:



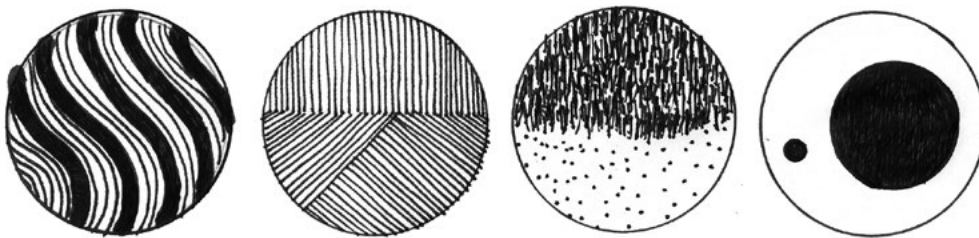
5. Working with contrast

Contrast is the difference between two things.

Colour: Light / Dark

Texture: Smooth / Rough

What other kinds of contrasts can you think of?



- Make a drawing to show contrast. You can use pencil lines or colours.



Looking at paintings

Peter Clarke (born in 1929, died in 2014) was a South African artist from Cape Town. He painted the people he saw.



Peter Clarke, *Coming home from the Creche*.

- What are the people doing in this picture?
- Which primary colours can you see in this painting?
- Which secondary colours can you see in this painting?
- Which textures can you see? Where?
- What title, or name would you give this painting?
- What movements are the people making? Try them out. How do they make you feel?

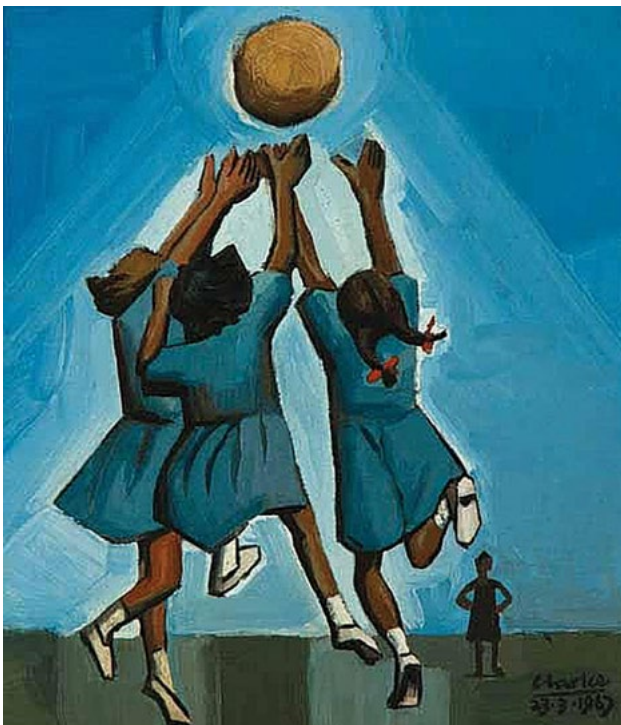
2.



Peter Clarke, *Flute Music*, 1960

- Which primary colours can you see in this painting?
- Which secondary colours can you see in this painting?
- Imagine you can hear the boy playing his flute. What song is he playing?
- Which textures can you see? Where?
- What is the mood of this picture? How does it make you feel?
- What movements are the people making? Stand up and try them.

3.



Peter Clarke, *Netball Players*, 1967

- What is the mood of this painting?
- Which primary colours can you see in this painting?
- What story does the painting tell?
- What movements are the people making? Stand up and try the movements of all four people in the picture. How is each different?

Which is your favourite painting? Tell your friend what you like about it.



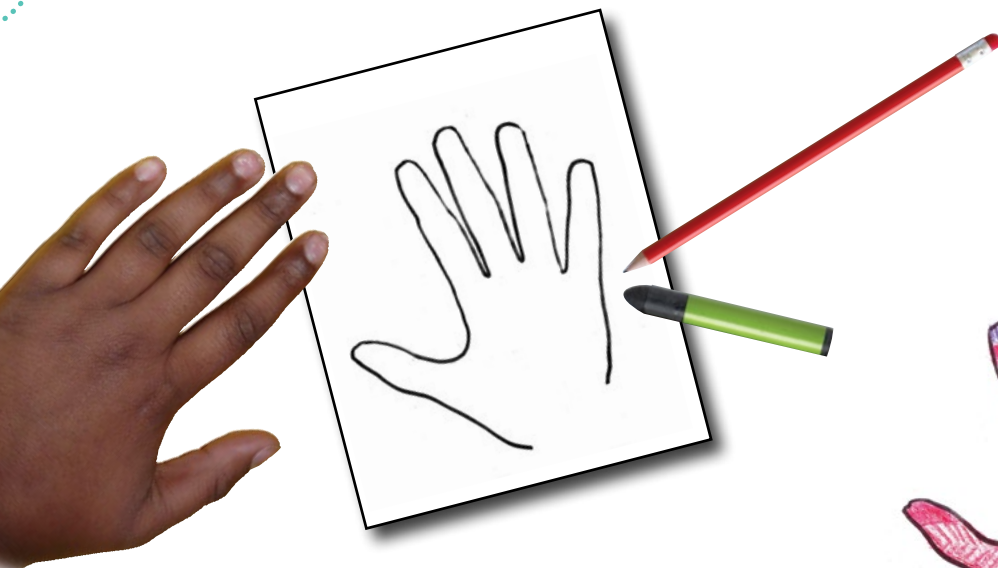
My hand, my relationships



1. Draw your hand

- On an A4 page, trace your hand in pencil. Close the bottom of the hand with a line. Fix any mistakes using your pencil and eraser.
- Draw the outline of your hand in black pastel.

- A4 paper
- Pencil, eraser
- Wax pastels or colour pencils
- Scissors
- For class artwork: large piece of paper, glue, scrap paper



2. Decorate your hand

- Use your favourite colours to decorate the hand. Use shapes and colours that remind you of your friends and family.
- Use primary and secondary colours to colour in the hand.

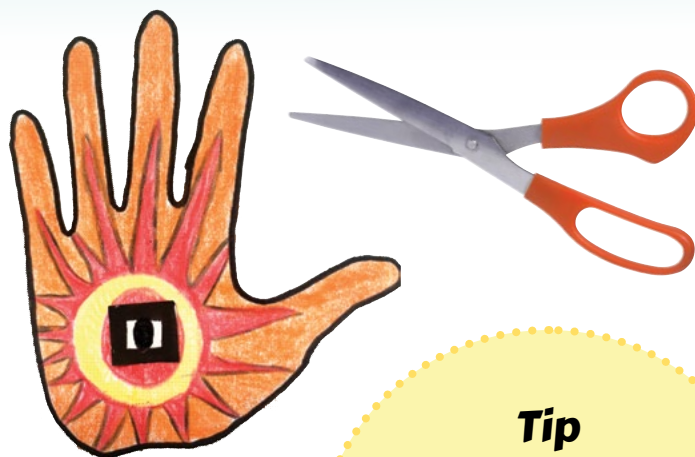


Look at your colour wheel to help you choose the colours.



3. Cut out your drawing

- Once you have finished decorating your hand, cut it out.



Tip

Cut around the bottom of the hand first. Then cut across from fingertip to fingertip. Now cut out each finger carefully.

Everyone has made a different pattern.

My friends and family come together in my hand.



Ubuntu hands

Our words

The Zulu saying **umuntu ngumuntu ngabantu** means 'a person is a person because of other people'.

Let's use our hand drawings to show the idea of ubuntu. Ubuntu is an African belief that teaches us that we are all connected.

1. Ubuntu circle games

These simple games give you the feeling of being connected to everyone in the group.

Send a gentle squeeze

Stand in a circle and hold hands. One person starts the game by softly squeezing the hand of the person next to them. That person then softly squeezes the hand of the next person, and this keeps going around the circle until the squeeze comes back to where it started.

Send a wave

Stand in a circle and hold hands. One person raises their hands and the hands they are holding, so the next person raises their hands, and the wave spreads around the circle. Bring your arms down again after a few moments so the wave can keep travelling around the circle.

2. Make an artwork together

Together, decide how to arrange your hand drawings. For example, the hands can be arranged in a circle, a wave pattern or made into a flower or tree.

Would you like to include a message of ubuntu? This message could be a promise to work with respect, support and kindness towards others. Or perhaps you would like to celebrate how each person is different, but also united.



Hands in rock art

Art has different meanings and functions for people around the world.

Long ago, people painted on rock. There are rock art paintings in many countries. They include paintings of hands or handprints, some examples are shown here.

The meaning of the hands is different, it depends on the beliefs of the people who made them.

- What do you think these hand paintings mean?
- Imagine you are the person who made one of these paintings. Tell your partner why you made it.

Long ago, artists made rock art paintings for healing the community and for ceremonies.

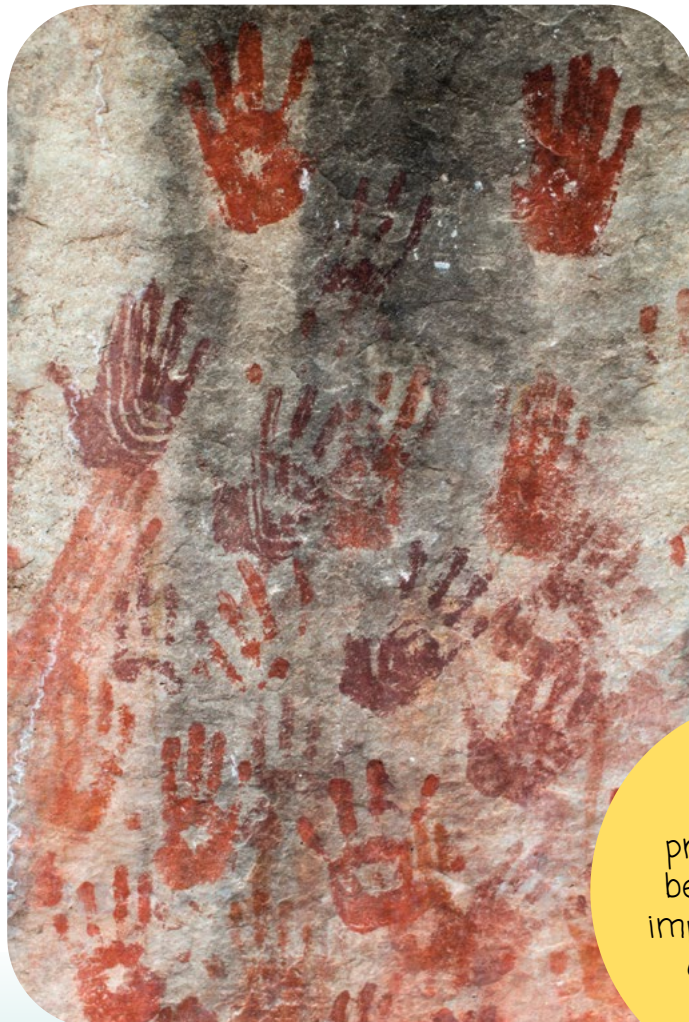
I. South Africa: Paintings by San people



Did you know?

In South Africa, the San are called the 'First People'. They lived in South Africa long before other people arrived. The San people are made up of several groups and speak many different languages.

In the past, the San hunted animals and gathered plants for food. They did not live in one place to farm food, but followed the movements of the animals they hunted.



Handprints in the Cederberg mountains, Western Cape, South Africa

We need to protect rock art because it is an important part of our heritage.

2. Australia: Paintings by Aboriginal people



Handprints with
boomerangs in
Carnarvon Gorge
National Park,
Queensland,
Australia →



3. America: Paintings by Native Americans



Handprints in
Canyonlands National
Park, Utah, United
States of America →



← Handprints in Rio
Pinturas Canyon,
Patagonia, Argentina





Human figures

Artists have made human figures for thousands of years.

African sculptures

- These sculptures were made by the Nok people of West Africa about 1 500 years ago.

Wow that's very old.
What might happen in 100
years or 1 000 years
from now?



- The Lydenburg Heads are the oldest examples of sculpture in South Africa.



The heads are
made of clay
and are also
about 1 500
years old.

Lydenburg was the name
of a town in Mpumalanga
where the sculptures were
found. The town's name is
now Mashishing.

1. Different kinds of South African dolls

Dolls are also human figures. They are made out of different materials. Talk about the dolls on this page.

- Which primary and secondary colours can you see in these dolls?
- What textures can you see? What words can you use to describe them?

You can make a doll like this with an empty tin and cloth.



Tsonga-Shangana, South Africa
N'wana (Child Figure)

This doll can be made with a plastic bottle inside.



Ndebele, South Africa
Umdwana (Child Figure)



Contemporary mother and
child beaded doll



South Sotho, South Africa Nguana
Modula (Child Figure)



Tsonga-Shangana, South Africa
Contemporary N'wana (Child Figure)



Me as a doll Part I

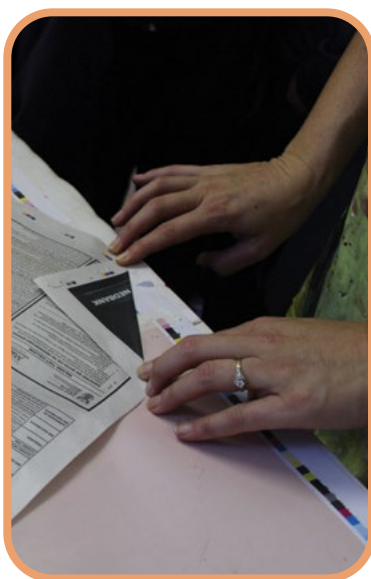
You can make a doll of yourself from newspaper. You can also make a doll from clay.



- Newspaper
- A4 white paper
- Glossy newsprint
- A5 piece of black paper
- Plastic, string and fabric for decorating
- Craft glue or premixed wallpaper glue
- Container and brush for glue
- Masking tape
- Scissors
- Stapler and staples
- Wax crayons or koki pens
- Thin stick or similar (as supports)

I. Make newspaper sticks

a. Fold the corner of the newspaper to make a small triangle.



b. Make another small fold up into the triangle.



c. Fold again, and again, and again. Keep rolling and flattening until the whole page is rolled up. Use a small piece of masking tape to tape the end.

d. Make two more sticks.



To make the paper sticks stronger for the body and legs, roll paper around small wooden sticks.

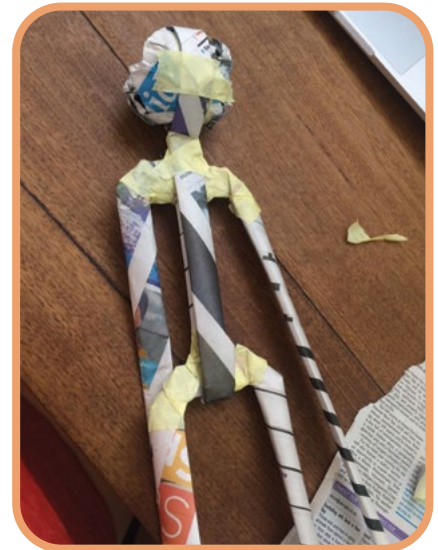
2. Build the body

- e. Flatten all the sticks. Fold one stick in half.
- f. Place another stick between the two halves making a cross shape. Move this stick down to the fold.
- g. Fold the sides of the stick over, and tape down. These are the legs and hips. Use tape to secure the legs to the body.
- h. Place the last newspaper stick inside the body to make the arms. Put it at the right height and tape it down.



3. Make the head

- i. Roll one piece of newspaper into a ball. Tape tightly.
- j. Place a small piece of newspaper on top of the head and twist it to a point at the bottom. Tape this to the top of the stick to make a neck.
- k. Use a strip of newspaper, twisted around the neck to hide the tape.



Me as a doll Part 2

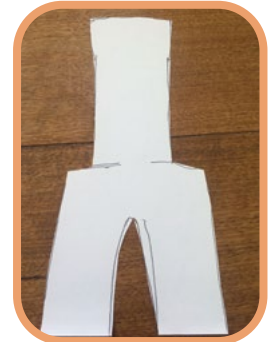
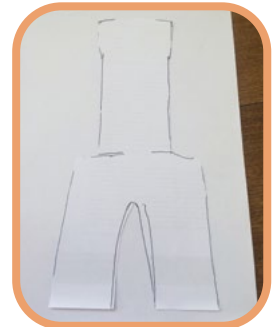
Let's dress and decorate our dolls.

1. Make the clothes

- Place the doll on a piece of white A4 paper. Draw the shape of the clothes around the body. Remember to leave lots of space to join the paper.
- Take the doll off the page. Now join the lines and fix up the drawing. Cut it out.
- Place the cut-outs on another A4 paper. Trace the clothes. Cut them out. This is so we have a front and a back for the clothes.

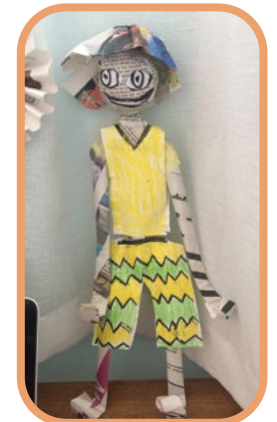
Do a quick test to make sure your clothes are going to fit. Is there enough space to join the paper and cover the doll?

- Use wax crayons to draw details such as buttons and pockets. You can also draw patterns and shapes. You can decorate the clothes with different colours.



2. Fit the clothes

- Put the clothes on the doll. Stick the sides together with tape or glue.



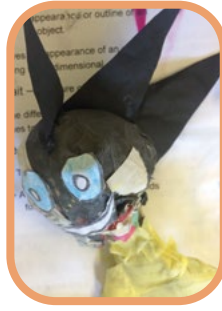
3. Hairstyle ideas



Paper strips



Curled paper



Paper shapes

4. Make eyes and lips

- f. On white paper, draw eyes and lips with a black crayon.
- g. Cut out and stick onto the face.
 - You can experiment with the size of the eyes and lips.
 - You can use colour inside the black lines.
 - You can add eyelashes by cutting and curling paper.



5. Make hands and feet

- h. Roll up the arms and legs to create a curve, or tape down to make a hand or foot.

To work out where to make the hands, your arms come to half way down your thigh.



6. Self and others

Put all the dolls together in the class.

- How do they look together?
- Where do you see examples of contrast between the dolls?
- What kinds of textures do the dolls have?



think
about it

Does your
doll have your
name?

How does it feel to
see your doll with
the other dolls?

What story could
you tell about what
is happening?

Let's stretch!

A stretch is a movement that extends (lengthens and straightens) our muscles. When we stretch, more blood flows to the muscles. The muscles feel looser and easier to move.

It is important to stretch before and after physical exercise.

Warm up

Before doing physical exercise, **warm up** with some **dynamic stretches**. They get our muscles ready for action and movement. They help to prevent muscle strains and other injuries.

Dynamic stretches:

- are active movements, like swinging or bouncing
- warm up the muscles you will use in a particular sport, game or exercise.

Cool down

After doing physical exercise **cool down** with some **static stretches**. These are slow movements. They help to prevent muscles cramping or feeling stiff. They also help us to relax, so our heartbeat and breathing slow down.

Static stretches:

- are done sitting, standing or lying still
- slowly stretch a particular muscle, so you feel the stretch but no pain. Hold the stretch for 15 to 20 seconds at first, and then for 30 seconds. Slowly breathe in and out as you do each stretch.



Start every Physical Education lesson with dynamic stretches to **warm up** for **5-10 minutes**.

.....

End every Physical Education lesson with static stretches to **cool down** for **5-10 minutes**.

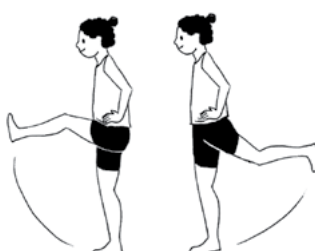
Warm up: dynamic stretches

1. Sideways movements



Stand with feet wider than shoulder-width apart and hands on hips or waist. Bend your knees and push your buttocks back and down a bit to get into a half-squat position. Move your weight to one side, keep the supporting leg bent and extend (straighten) the other leg. Shift your weight to the other side, bend the knee, and extend the other leg. Do the same stretch on the other side.

2. Leg swings



Stand up straight, feet close together, hands on waist or hips. Swing one leg forward as high as you can, and backward as high as you can. Keep your other foot on the floor. Feel a stretch in the muscles at the back of your thigh and your buttocks. Do the same action with the other leg. Try to do ten swings with each leg.

3. Lunges



Take a step forward and bend your leg but keep your knee in line with your toes. Bend your back leg a little, do not touch the floor with your knee. Keep your hips and upper body straight as you move your whole body down a bit. Hold the lunge for two or three seconds, then push off from the front leg to stand up. Do the same action with the other leg. Try to do about ten lunges with each leg.

4. Arm circles



Stand up straight, feet shoulder-width apart and arms by your side. Circle both arms around from the shoulder, forward and backward, for 30 seconds each way.

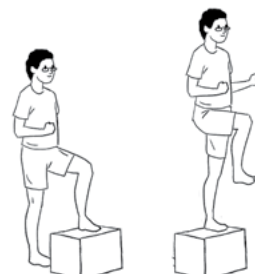
Do torso twists: keep your arms up and turn the top half of your body (from the waist) to one side then to the other side. This will activate (wake up) the abdominal (stomach) muscles and lower back.

5. Butt kicks



Run on the spot and kick your heels against your buttocks. Then change speed and jog slowly on the spot.

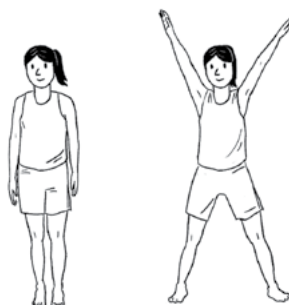
6. Knee raises



Run on the spot and raise your knees to waist height. If this is easy, try to raise your knees to chest height. You can also step up and down stairs of different heights. (For safety do not use a bench, a chair or a box for this exercise.)

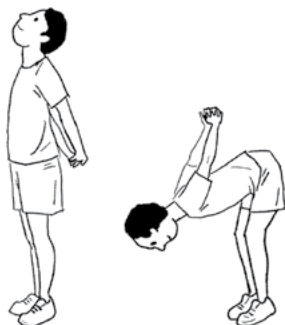
7. Jumping jacks or star jumps

Stand up straight, legs together and arms by your side. Jump and move your legs a little more than shoulder-width apart. As you jump, raise your arms to shoulder height. For more arm movement, try to clap your hands above your head as you jump.



Cool down: static stretches

1. Chest stretch



Stand up straight, put your hands behind your back and interlink your fingers. Raise your hands as you bend forward from the hips. Hold your hands as high as you can for 30 seconds.

2. Tricep stretch backward



Stand up straight, feet shoulder-width apart, arms down. Lift your left arm and place your hand behind you between your shoulder blades. Use your right hand to gently push your left elbow backward so your left hand moves further down your spine. Hold for 30 seconds then repeat for the other side.

3. Calf stretch



Stand up straight, feet shoulder-width apart, hands on hips. Step forward with one leg, bend your knee. Keep your weight on the front leg and extend your other leg behind you. Keep your back foot flat on the floor. If this is easy for you, move the leg further back. Pull in your stomach muscles. Hold the position for 30 seconds. Repeat with the other leg in front. Use a table, or other support, to help you balance if needed.

4. Hamstring stretch A



Hamstrings are muscles at the back of the thigh.

Sit on the ground with legs straight in front and hands on the floor behind you. Raise your right leg toward your left arm and hold for 30 seconds. Then raise your left leg to your right arm and hold for 30 seconds.

5. Hamstring stretch B



Stand up straight, feet shoulder-width apart, hands on hips. Step forward with one leg, keep the leg straight, and bend your back leg a little. Bend forward from the hips. Feel the stretch in the back of your leg. Hold for 15 seconds. Repeat with your other leg in front. Place your front foot on a small block if you need more of a stretch.

6. Quadriceps stretch



Quadriceps are muscles at the front of the thigh.

Stand up straight, feet together, arms at your side. Bend the left knee, and hold your ankle with your left hand. Gently pull the left foot toward your buttocks. Make sure both thighs are next to one another. Hold for 30 seconds. Repeat for the right leg. Use a table, or other support, to help you balance if needed.

7. Glute stretch



The gluteal muscles are the buttock muscles.

Lie on the floor. To start, bend your left leg but keep the foot flat on the floor. Lift your right leg and place the ankle on your left thigh, just above the knee. Use both hands to hold the back of your left thigh. Gently pull both legs towards your chest. Repeat, lifting your left leg.

8. Groin stretch



Sit on the floor with the soles of your feet together. Bring your feet as close as you can to your groin and try to get your knees as close as possible to the floor. Hold your feet and bend forward from the hips. Hold the position for 30 seconds.

9. Outer thigh stretch



Sit on the floor with legs straight in front of you. Bend your left leg, lift it over the right knee. Try to put your left foot on the ground on the outside of the right knee. Place your right elbow against the outside of the left knee and gently turn your left shoulder backward. Hold the position for 30 seconds. Repeat for the other side.

10. Lower back stretch



Lie on your back with your knees bent. Put your arms around your legs, between your knees and your ankles. Slowly pull your knees into your chest until you feel a gentle stretch in your lower back.

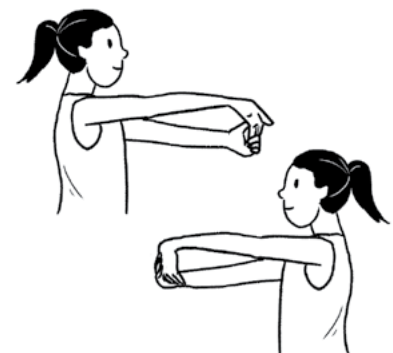
11. Plank stretch



Abdominal muscles are around the stomach and the middle of the body.

Lie on your stomach. Put your elbows below your shoulders and gently push your body off the floor, balance on your toes. Pull in your stomach muscles and keep your back and legs as straight as you can. Do not arch your back. Hold the position for 30 seconds.

12. Wrist stretch



Stand or sit, put both arms out in front of you with palms facing away from you, pointing upward. Use your left hand to gently pull the fingers of your right hand towards you until you feel a stretch in your wrist or forearm. Stretch the other wrist. Next, turn your arms a half circle, palms facing away from you, pointing downward (see the picture). Use your left hand to gently pull the right hand toward you. Repeat the stretch on your other hand.



Safer landings

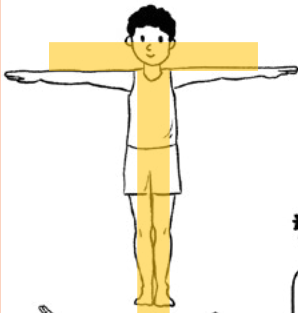
We can learn to jump and land in ways that do not hurt our bodies, and stop us falling over. We can balance on different parts of our bodies.

Warm up



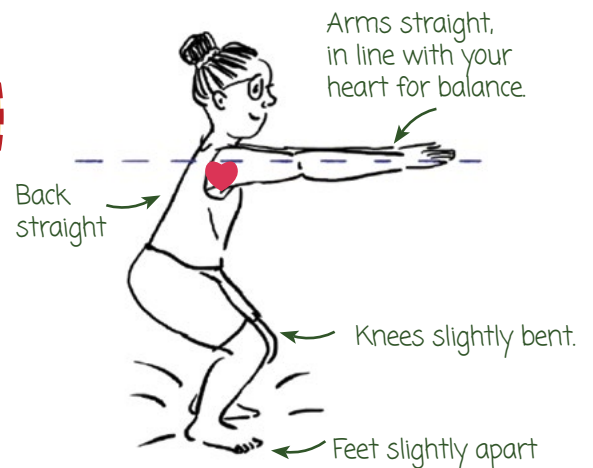
Make body letter shapes

Jump and make the shapes of these letters with your body. Try to land on both feet at the same time. Bend your knees a little bit when you land.



Your teacher will show you how to do the landing activities safely. You may injure yourself if you do not do them correctly.

Landing on your feet



Landing on your hands

Do the Hand Fall to prevent falling flat on your face.

Turn your head to the side to protect your neck and teeth.

Bend wrists and elbows to soften the fall.

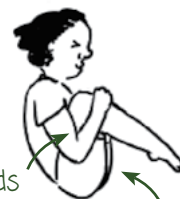


The body roll

The body roll is how you roll backwards without using your hands.

Keep your arms and hands tightly around your legs.

Tuck your legs in.



Hula hoop jump activity

Jump into each hula hoop with both feet. Count 1-2-3 as you jump.



Remember:
on **RED**
you **STOP**
and **wait!**

Handstand Spiderman

Stand in front of the wall and touch the floor with your hands. Move four steps forward with your hands and four steps up the wall with your feet. Then move your feet down again.



Cool down

More body letter shapes

Make these letter shapes with your body as you do the stretches.





Move with control

A strong body needs a strong core. Our core is the middle of our bodies. It includes muscles around the stomach, backbone and hips. If these muscles are strong it helps us to move with control, without wobbling or falling over.

Let's do some movements to make our core muscles strong.



Warm up

1.

Imagine you are a butterfly. Lift your heels and walk on your toes. Turn your body and circle your arms like butterfly wings.



2.

Imagine you are very big and heavy, like a giant. Raise your arms above your head. Walk with long steps.

Imagine you are a short elf. Bend down and walk with short steps.



Move like a gymnast

Practise the movements 1 to 5.

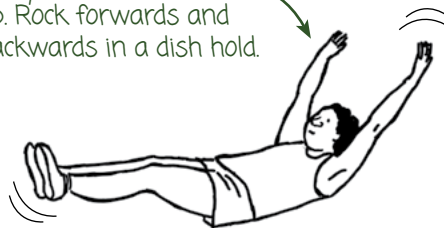
1. Log roll



Keep arms and legs straight while you roll.

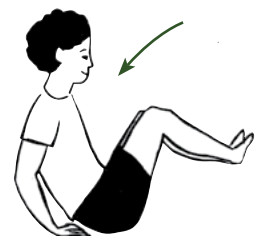
2. Dish hold

Lift your feet and arms up. Rock forwards and backwards in a dish hold.

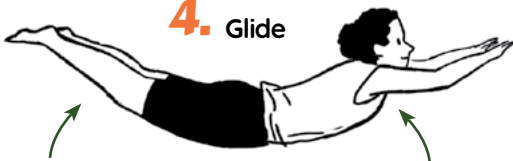


3. Tuck-sit

Tuck your legs into your body using your arms to support yourself.



4. Glide



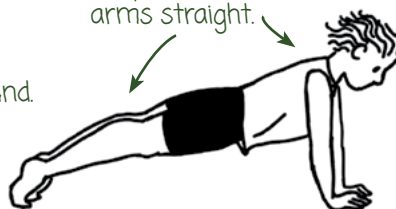
Keep your feet off the ground and your toes pointed.

Keep your arms and shoulders off the ground.

Hold the position for 10 seconds, and breathe out.

5. Push-up hold

Keep knees and arms straight.

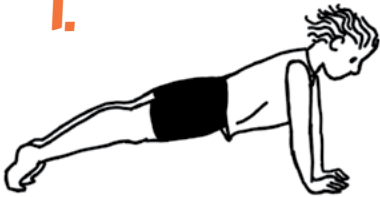


As you move, think about which part of your body is working the hardest. Try to hold each position as you count to ten.

Gymnastics skills sequence

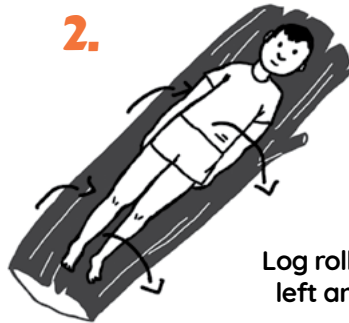
In gymnastics, we often do the same movements, but in a different order, or sequence. Practise this sequence of movements. Try to move smoothly from one position to the next.

1.



Lift up into push-up hold

2.



Log roll to your left and right

3.



Roll up into tuck-sit

4.



Stretch arms and legs straight into L-sit

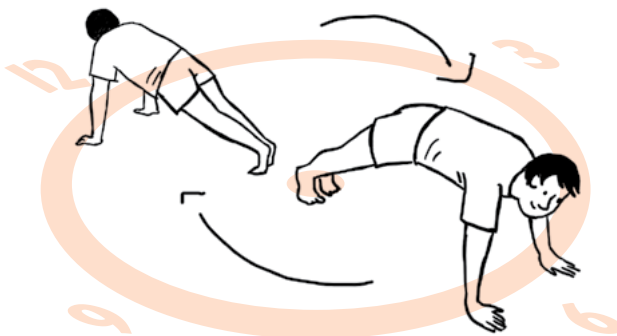
5.



Stretch arms and legs into dish hold

Around the clock

In a push-up position, keep your feet in one place and use your hands to 'walk' in a circle. Try it with a partner. One of you starts at 12 o'clock and the other at 6 o'clock.



Can you catch up with each other?

Cool down

Stand like a flamingo.



Which other static stretches can you do to cool down?



Move to music I



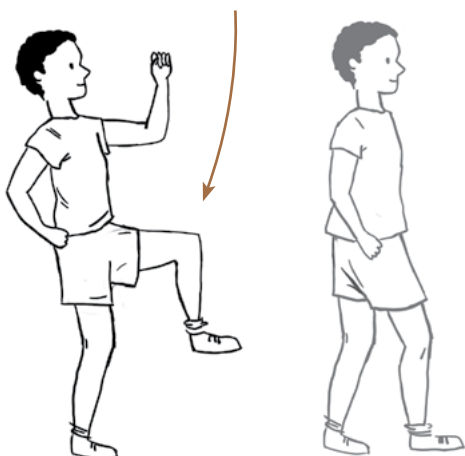
Gymnasts sometimes move to music, like dancers. They hold each position before moving into the next position, in time with the music. Let's use music to practise our turning, lifting and balancing skills.



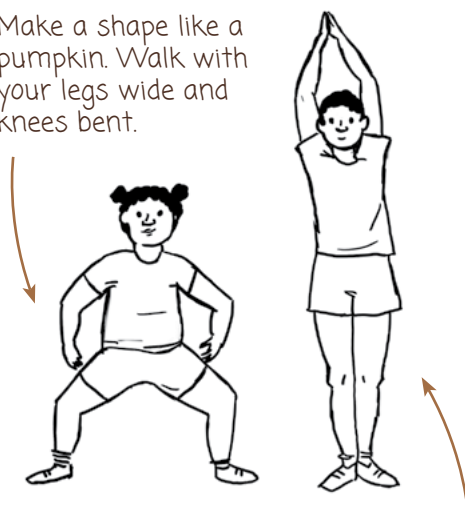
Warm up

Walking warm ups

1. March strongly to the beat of the music. Lift your knees high and swing your arms.



2. Make a shape like a pumpkin. Walk with your legs wide and knees bent.



3. Imagine you are a thin green bean. Put your legs together, and put your arms over your head. Walk in a shuffle, keeping your feet on the ground.



Movement sequence Part I

Do this sequence of movements in time to the music.

1. Start in a kneeling position and lift your body up and down.



2. Step to the side and swing your arms up.



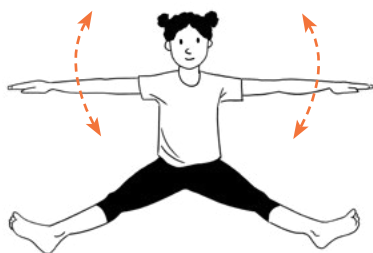
3. Do a forward lunge.



4. Swing your arms forward and up.



5. Sit with your back straight, and arms and legs wide apart. Move your arms down and up.



6. Bend to the right and put your left arm up. Then bend to the left and put your right arm up.



7. Stand in a circle with your friends. Take three steps forward, then three steps back.



Cool down

Stay steady and wave

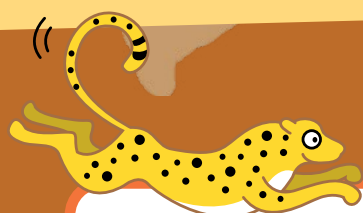
Stand on one leg. Balance – stay steady, try not to wobble. Raise one arm and wave your hand. Keep your balance. Raise two arms and wave. To challenge yourself more, wave a scarf or piece of cloth.





Move to music 2

We can move across the floor in many ways.
We can turn, lift and balance using different parts of our bodies.



Warm up

Match a move to colours

Move freely around the space. When your teacher calls a colour, do the move for that colour.

Blue

BOUNCE like a ball



Green

JUMP like a frog



Red

CIRCLE your arms like a helicopter.



Orange

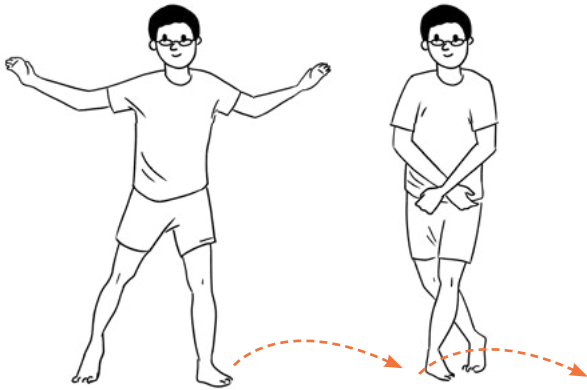
Bend your knees and WALK SIDEWAYS like a crab.



Movement sequence Part 2

Look at page 119, and perform part one of your movement sequence.
Look at the pictures below, and practise these new moves to add to your sequence.
Perform both movement sequences to music.

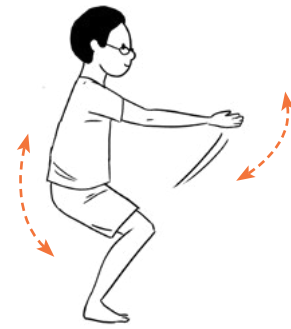
1. Start with your arms open, then step sideways as you cross, and uncross, your arms and feet.



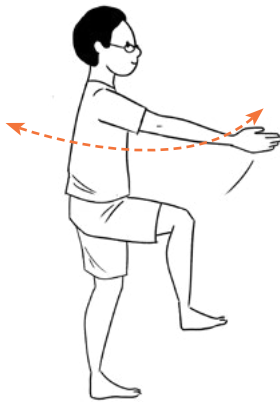
2. Bend and stretch your knees and swing your arms.



3. Bend your knees and go down, swinging your arms up and down.



4. Walk and swing your arms across your body.



5. Sit down and extend one leg to the side.



6. On both knees, shake your arms above your head.



Cool down

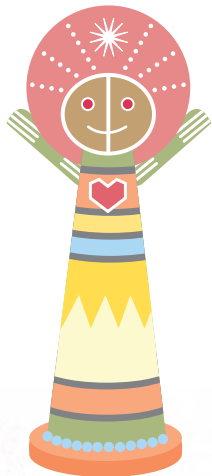
Sideways waves

Stand with your feet apart. Hold a scarf in your right hand. Bend your body to the left. Stretch your right arm up and wave the scarf.



Stand up straight. Bend to the right and wave the scarf with your left hand.





We feel emotions

Emotion is another word for a 'feeling'.
Our emotions affect what we do and say.
Let's read what these children say about
their emotions.

Our
words

emotions
imizwa

When you
broke my pencil,
I felt my heart
jump. It was like
you disrespected
me. I felt sad.

I feel warm and
safe when my
gogo hugs me.

I won the race.
I cannot wait to tell
my dad. My chest
feels like a party
balloon. I feel so
proud.

I felt happy when
my friend shared
her lunch with me.

When you did
not wait for me
after school, I wanted
to throw my bag
down and shout. I
felt angry.





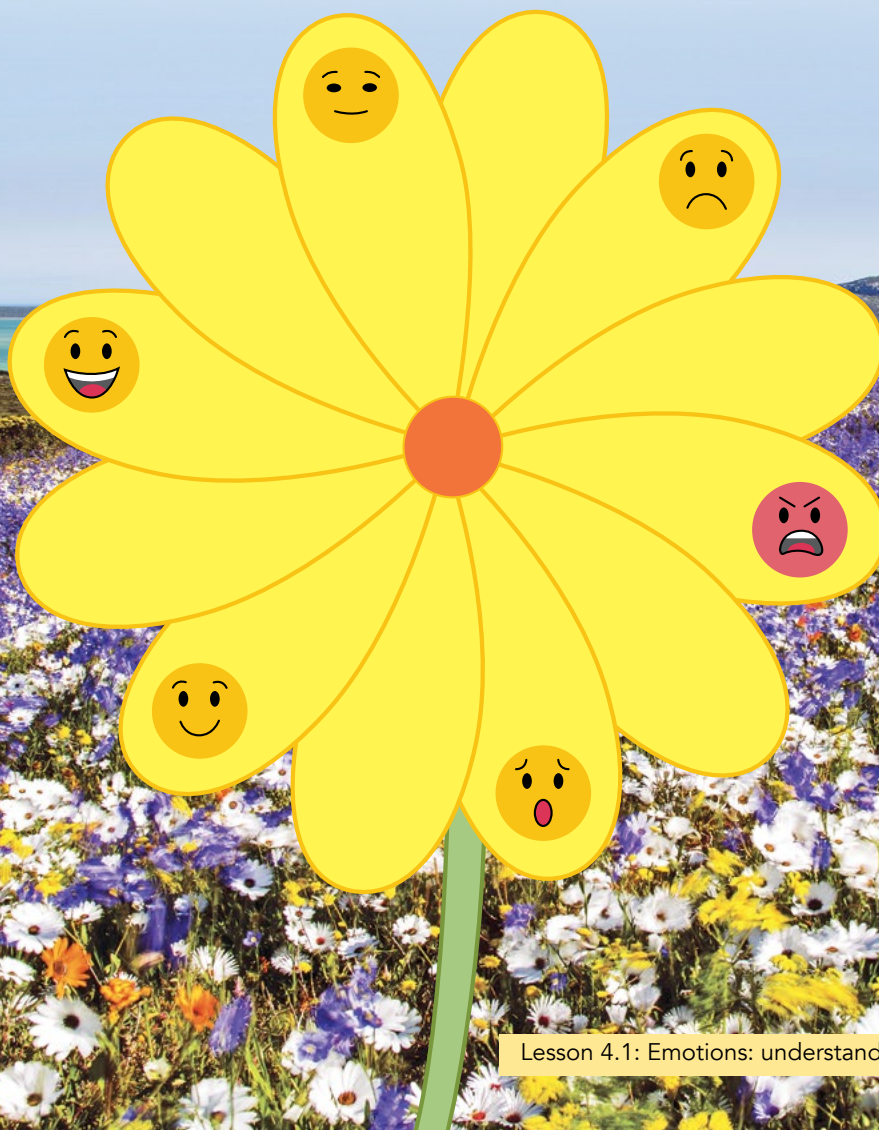
My Emotion Flower

1. Look at this Emotion Flower. Each petal shows a different type of emotion.
2. Draw your own Emotion Flower. Make each petal big enough to write, or draw, in.
3. In each petal write three, or more, words to describe an emotion. You can use what the children on the opposite page said for ideas.
4. Choose an emotion from your flower. Without saying a word, use your body to show that emotion. Ask your classmate to guess the emotion



In your journal

Write or draw to describe what you are feeling now.





Our emotions change

Our emotions come and go. They do not stay the same. They change. We show our emotions in different ways. We use our bodies, actions and words.

Our words

embarrassed

kuhlazeka

proud

kutichenya

disappointed

kuphukumoya

excited

kujabula kakhulu

Observe
and
describe



Bukisisa
bese
uyachaza

My changing emotions

1. Let's read **Tsomo's emotional day**.
2. Find the words that describe Tsomo's emotions in the story.
3. What new words can you add to your Emotion Flower?
4. Use your Emotion Flower to record the emotions you feel in one day. Put a star by each emotion you feel during the day.



Tsomo's emotional day

Tsomo woke up on Tuesday morning and got ready for school. He had a wash, brushed his teeth and went to the kitchen for breakfast. When he sat down at the table, his brother said, "There is toothpaste on your face, ha ha ha!" Tsomo felt **embarrassed** and his face felt hot.

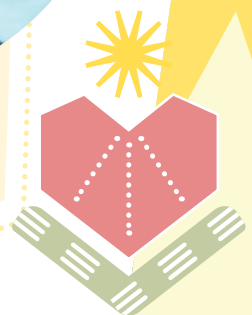
Tsomo ate his breakfast and rushed off to school. On the way, he saw his friends.

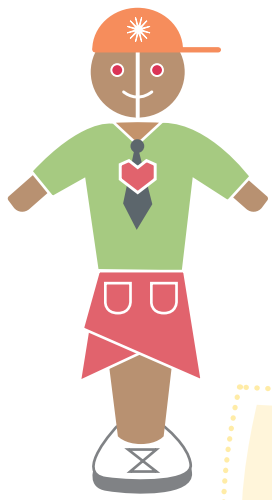
"Hi Tsomo!", they shouted "come walk with us". Tsomo laughed as he greeted his friends, he felt **happy**.

At school, Tsomo went to his classroom. His teacher gave out their tests from the day before. She said to Tsomo, "I know you worked hard for your test, Tsomo! You got the highest mark." Tsomo's classmates said "Shine, Tsomo, shine!" Tsomo's face felt hot because he felt a bit embarrassed, but he also felt **proud**.

It's lunchtime and time to play. A soccer game started on the field. Tsomo ran towards the ball. He tried his best shot. But he stumbled and fell. He felt like his body was sinking into the ground. He felt **disappointed**.

At the end of the day, Tsomo felt tired, but he also felt **excited** because he was going to tell his family that he did well in the test.





Listening to my body

We can listen to our bodies to help us understand our emotions. We can then let some emotions go, so we can experience different emotions.

Our words

relax
kuphumula

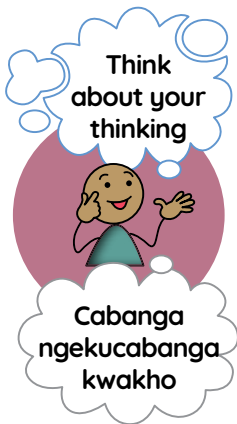
Kwazi's first choir concert

I'm in the school choir. Yesterday, before our concert, my tummy felt strange. It was like butterflies tickling me. My arms and legs felt weak. I said to myself "I am afraid that I will make a mistake and people will laugh at me."

My teacher said, "Kwazi, you sing beautifully. Relax and enjoy it."

That gave me courage, and I felt more confident. Perhaps the butterfly feeling means that I am excited, as well as a bit scared.

I took a few deep breaths. I felt the butterflies fly away. My legs felt strong as I walked on stage with the other singers.



What is my body telling me?

In the story, Kwazi tried to understand what his body told him.

1. Before the concert, Kwazi felt a strong emotion. Think about a strong emotion that you felt. Ask yourself: "What did I feel in my body?" "What was my body telling me?" "How did I respond?"
2. Draw a picture to show your experience.

Calming strong emotions

We feel some emotions more strongly than others. For example, if we are very nervous before a test, or if we feel angry. Then we need to:

- a. listen to our emotions
- b. describe what we feel
- c. think about what our body is telling us
- d. decide what to do
- e. then, let those emotions go - so we can feel calm and relaxed; or excited and ready to meet our challenge.

Be kind to yourself



Yiba nemusa kuwe

Let's relax ...

There are many ways to release strong emotions. Let's try the calming breath together.

3. Before you begin, think about how you feel.
4. Do the calming breath.
5. How does your body feel now? Do you feel different after doing the calming breath?



In your journal

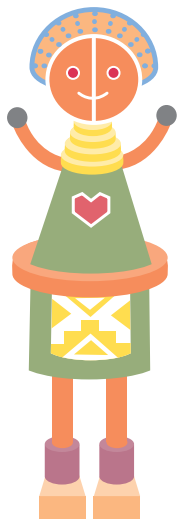
Write or draw what you do to relax.

The calming breath

- Sit comfortably and close your eyes. Imagine you are in a beautiful, calm place.
- Take a deep breath in through your nose. Imagine smelling something pleasant.
- Breathe out slowly through your mouth. Imagine you are blowing a feather in the air.
- Breathe in and out four more times. Open your eyes.

We do not all feel things in the same way. No one can tell you how you feel.





My feelings, my choice

Our emotions help us decide what to do. They give us information about what we need and what we want or do not want.

Our words

choice
uketfo

I feel sad and lonely. I'm going to talk to Sam.



I picked flowers for Mama to show I love her.



I feel bored with this game. We do the same thing again and again. I will read a story now.



Choose what works best for you



Khetsa
lokukusebentela
kancono kwendlula
konkhe

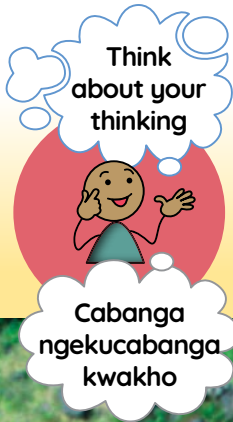
I feel ..., I choose ...

1. What did the children above decide to do with their feelings?
2. Complete the following sentences:

To show my love for someone, I _____. That makes me feel _____.

What makes me feel sad is _____. To help me feel better I _____.

I feel bored when _____. Sometimes I decide to _____.



Why do I feel this?

3. Look at the picture below. How does it make you feel?
4. Why do you think the picture makes you feel that way?



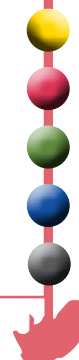


Emotions can help, not harm

It is okay to feel any emotion. Our emotions cannot be right or wrong. It is what we do with our emotions that can be harmful or helpful.

Our words

harmful
kulimata
helpful
lusito
jealous
umona



Look
back - look
forward



Buka emuva -
buka phambili

Stop, think, decide, act

Some feelings make it difficult for us to decide what to do. Sometimes we need to stop, think, choose what to do, and then do it.

1. Look at this picture. What do you think the young child is going to do? What is the danger?
2. Give another example of when it is not safe to rush to do something only because you feel like it. What is a safer thing to do in that situation?

Wait, check it's
safe before you
cross the road!



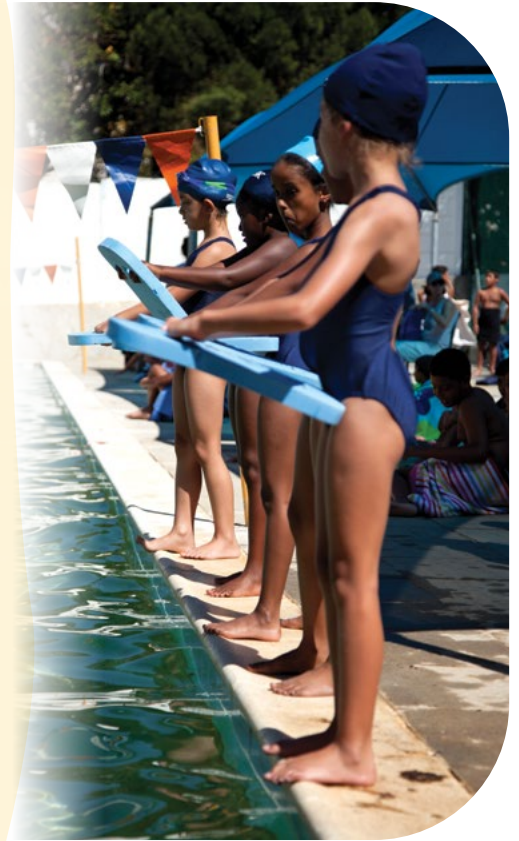
Some feelings can make us feel like doing something to harm a person or ourselves. But we can choose not to do that.

Unathi's story

My older sister and I love swimming. But my sister can swim faster than me. When I loose in swimming races against her I feel so angry. I want to cut a big hole in her swimming costume so she cannot swim and she feels bad. But I don't really want her to feel bad. Also, if I did that I will get into trouble with our mom.

I worked out that I feel jealous of my sister sometimes, but I also feel proud of her when she wins. I just want what she has.

So, I've decided that I will ask her to help me practise my swimming. Then I will get stronger and one day I will win a race at school. Then I will feel proud of myself.



Show why
it is helpful
or harmful

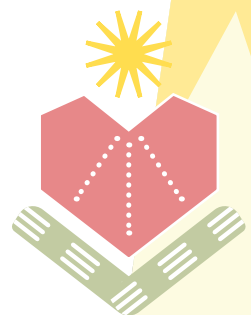


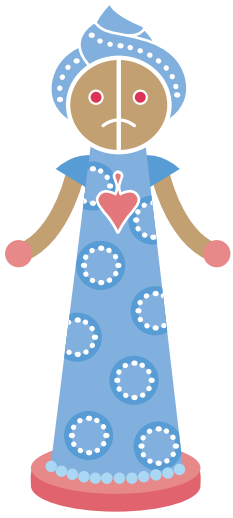
Khombisa
kutsi kungani
kulusito nobe
kungalimata

I can help, not harm

3. Have you had an experience like Unathi's? How did you feel? What did you choose to do? Was it harmful or helpful? Give a reason for your answer.
4. Imagine you are in a situation like that again. What can you do differently?
5. We don't need jealousy around for long, so let's all sing this song:

Feeling jealous? What will you do?
Say "I want that or else I'll cry?"
No, let it go, let that jealous feeling go!
Say, "I want to be the best I can be."





Feeling grief and sadness

When sad things happen in our lives we may feel strong emotions of sadness and grief. It helps to talk about how you feel to a person you trust. Let's read what these children did to help them live through their difficult feelings.

Our words

sadness
kudzabuka
grief, to grieve
lusizi, kuba
nelusizi



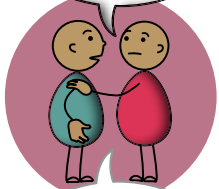
Nazma: "My dad died last year. I still cannot believe he's gone. It doesn't seem real. I keep thinking of things I want to tell him. I miss him so much. When I felt I was in grief soup, I wrote down my feelings in a journal. I wrote about how I felt each day. I let my feelings out through my pencil."

Andre: "When my mom got a new job, we had to move to another town. I didn't want to leave our home and my friends. Even now, when I think about it my heart feels sore and sometimes I just start to cry. I talk about how I feel to my mom. She listens, and then my wave of sadness goes away for a while."



Strong feelings, like sadness and grief, take time to change. We feel them deeply. It is okay to be with those feelings for a while. These feelings will change and feel less painful with time.

Try to feel
what someone
else is feeling



Zama kuva
kutsi lomunye
umuntfu
uvani

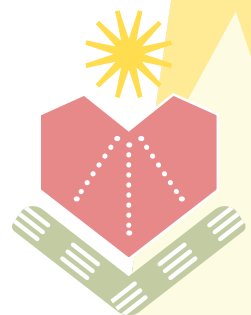
Life is hello, life is goodbye

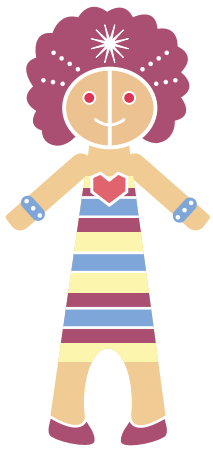
1. Choose either Andre's story or Nazma's story. Imagine you are their trusted friend.
2. What would you say to show them that you will listen to them whenever they want to talk about their feelings? You can use the examples below for some ideas.
 - Thank you for telling me what happened, I am sorry for your loss.
 - If you want to talk about it, I will listen.
 - I can only imagine what you are feeling.
 - I understand that your feelings are private. I will not share what you say with anyone else.
 - You say you want to be alone now, I understand. Call me if you need anything.
3. Share your ideas with a classmate.



In your
journal

Write or draw
what you need
most from a
friend.





Choosing our mood

Mood is another word for the emotions we feel. We use the word to describe a general feeling. For example, you may hear a person say, “Don’t talk to me now, I’m in a grumpy mood,” or “You should ask her now, she is in a good mood.”

Ask questions about the things you want to know



Buta imibuto ngetintfo lofuna kutati

Changing my mood

1. Read Tom’s story.

Tom: “I was not chosen to be in the school choir. I felt very disappointed. I thought “I will never be good at anything.” I was in a sad mood.

But then I thought, “That’s not true! I am good at drawing, and my gogo likes hearing me sing. That made me feel better, and I was in a happier mood.”

2. What did Tom say to himself to help him change his mood?
3. Here are some questions you can ask yourself when you want to change your mood:
 - What mood am I in now?
 - How can I describe my feelings? Do they have a colour or a shape? Where are they in my body?
 - What caused these feelings?
 - What can I do now to change my mood? Should I take a few deep breaths? Should I move into a different space? Should I talk to someone?

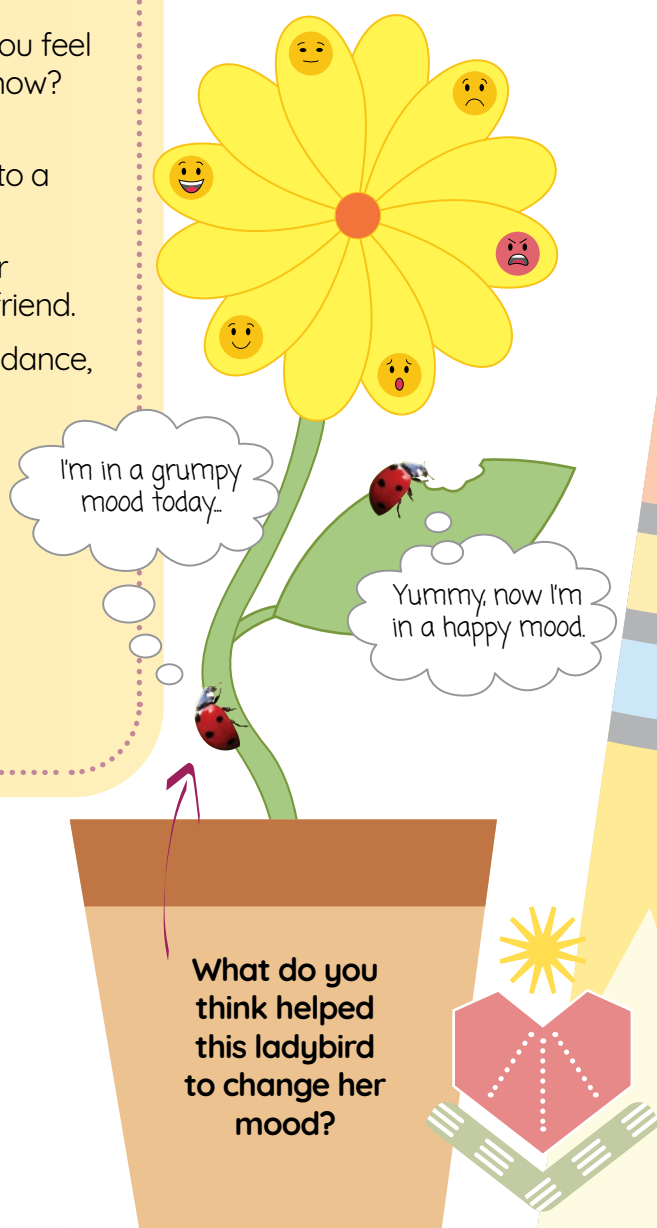


Self-talk can help us change our mood

Our thoughts and ideas affect our mood. Sometimes we feel we are in the wrong mood for where we are and what we want to do. Then we can try to use our thoughts, our strengths of mind, to change our mood.

Some ideas to help us change an unhelpful mood:

- Clearly describe what you feel. What made you feel this way? What small thing can you change now? Do you need to talk to someone?
- Get up and move somewhere different, go into a another space.
- Do something different for a few minutes. For example, look out of the window or talk to a friend.
- Move your body – stretch, shake it out, jump, dance, go for a walk.
- Do a calming breath exercise to relax.
- Be kind to yourself. Think of what you enjoy doing and plan to do it.
- Drink some water. You may be dehydrated, which means your body needs water.
- Eat some food. Your body may need energy.



A feelings game

Let's play a game to practise using words that describe emotions and ways to respond to them.

Make a flick-flack game

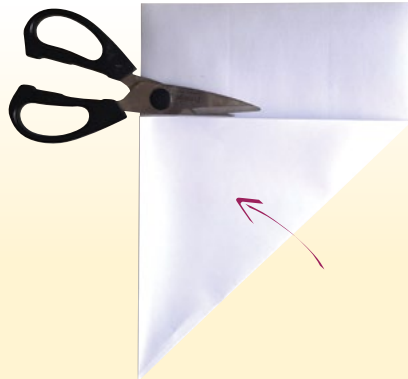
1. Follow the steps a to g.

Make something to show what you think it is like

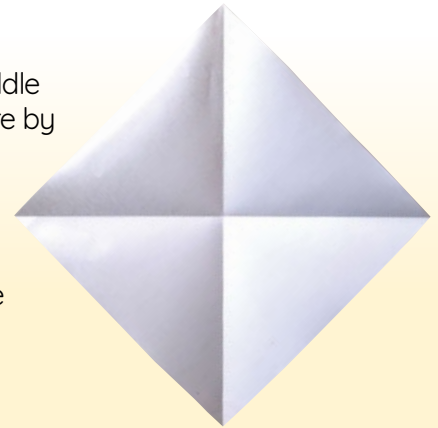


Yenta into kute ukhombise kutsi ucabanga kutsi injani

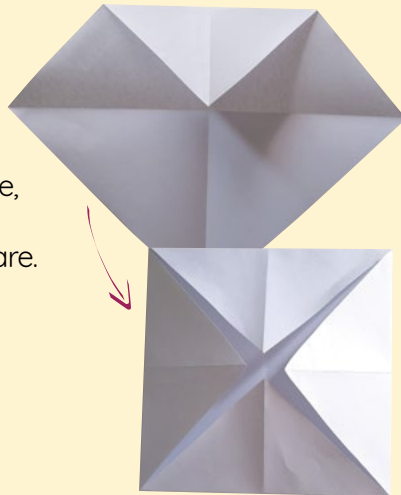
a. Fold and cut your A4 paper to make a square



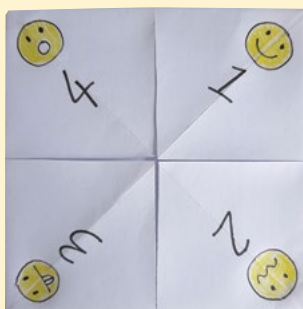
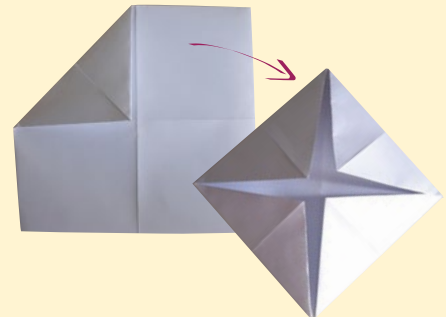
b. Find the middle of the square by folding, or drawing a line between the opposite corners.



c. Fold each corner to the middle of the square, to make a smaller square.



d. Turn your small square over. Fold each corner to the middle again. You now have a flick-flack.



e. Turn it over, and write a number on each square.



f. Turn it over. In four small triangles, describe a feeling.

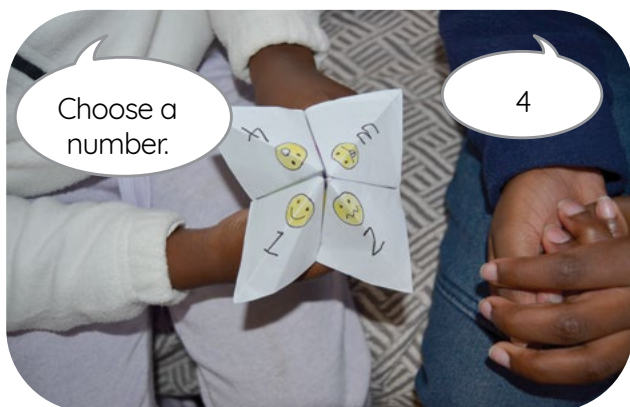


g. Open each triangle flap. Write something you can say to a person with that feeling.



Play emotion flick-flack

2. Follow these steps to play the game with a classmate.
3. Play with as many people as you can. See how many different types of feelings and responses you get.
4. Change, or adapt, the game as you think of new ideas.



a. Flick-flack four times



b. Read the feeling

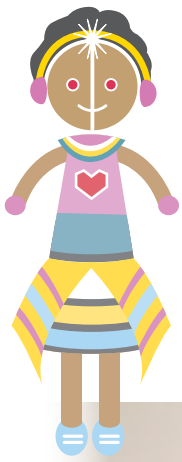


c. Open the flap and read it.

Remember to play with respect for yourself and each other.



Wenze guhle



Better together

In a group, work is shared. Each person uses their own personal strengths to do their task.



Observe
and
describe



Sedzani ni
talutshedze

Working together

1. In a family people can work together to share household chores. What other examples of working in a group can you think of?
2. Think about your experience of working in a group. Describe your experience. You can use these questions to help you:
 - When people work well together, what does it **look** like?
 - When people work well together, what does it **sound** like?
 - When people work well together, what does it **feel** like?



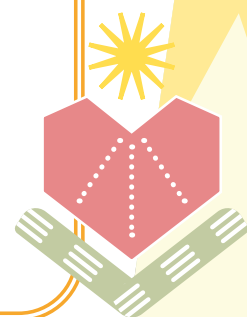
Pass the shape

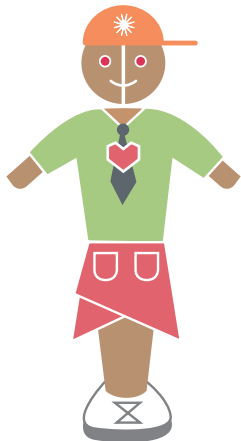
3. Play the game 'pass the shape'. The picture below shows what to do.
4. At the end of the game, had the shape changed? What was the same? What was different?
5. Talk about the reasons for any changes.
6. Why do you think working in a group sometimes goes wrong?

Before we begin, let's be safe and wash our hands.

Pass the shape

- a. Person 1: Draw a shape on the palm of Person 2 with your finger.
- b. Person 2: Draw the shape you felt, on the palm of the next person.
- c. The message is passed around the circle.





Communicate with respect

To communicate means to share information and ideas. We communicate by talking, writing, drawing and using our bodies in other ways.



Respect me, respect you

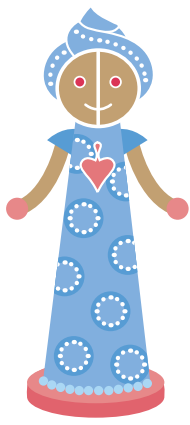
To avoid misunderstandings we need to communicate clearly and respectfully.

1. Read the rules for respectful communication in the box below. What do you think of this list? What other rules can you add?
2. Look at the picture on the opposite page. Who is not following a rule for respectful communication? Give a reason for your answer.
3. Act out what the person can do to follow the rule.

Rules for respectful communication

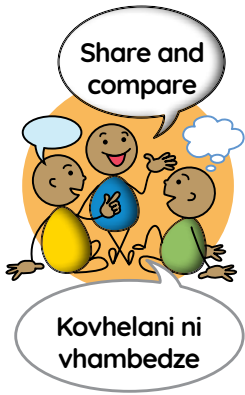
- a. Look at the person you are communicating with. Look at what their eyes are saying, but do not stare.
- b. Take turns to talk, or Sign, clearly.
- c. Listen, or look, carefully to what they say.
- d. Wait for the person to finish talking or Signing before you take your turn.
- e. Ask questions if anything is not clear. Do not think you know what they are thinking.
- f. If you disagree give your reasons. Separate facts from opinions – a person can change their opinion, but a fact stays the same.
- g. Be polite. Do not shout or interrupt. Do not call each other rude names. Say what you think about an idea, not what you think about the person who said it.





Listen to each other

To communicate respectfully we need to listen, or look, carefully to what people say. Let's practise our listening skills.



Talk with me, listen to me

1. Imagine this happened to you:

With a friend, you earned some money by selling homemade biscuits at an event. You want to share the money, and save your half to buy a bicycle. Your friend wants to use all the money to buy a game that you can play together.

2. Your task is to talk and listen to each other's ideas to resolve the disagreement.
 - a. Decide who wants to save for the bicycle and who wants to buy the game.
 - b. Take turns to be the 'talker', and the 'listener'.
These are your roles, or tasks:

Role of the talker: You have two minutes to talk about your ideas to resolve the conflict. Use the words:

"I felt ... when you said ..." "I think we can ..."

Role of the listener: When the talker has finished, tell them your understanding of what they said. Use the words:

"I hear you. You said ... is that correct?"

- c. Agree what to do to resolve the conflict. Use the words:

"I agree with you that ... but I also think that ..."

Or

"I do not agree that ... Let's think about ..."

A talking stick shows whose turn it is to speak.
Pass the stick on when you finish talking.

Anything can be used as a talking stick, for
example a pencil or a ruler.

Find the talking stick in this picture.





A group plan

A group plan tells you the purpose of the group's work and each person's task. It tells you the things you need, and how much time you have to do the work. It is better if everyone in the group agrees to the plan.



What happened in my group?

1. Let's read 'Amaan's Story: Part 1'.
2. Why do you think Amaan's group needed a plan? Give a reason for your answer.
3. What do you think of the way Amaan got the attention of the people in his group?
4. Think about a time when you made something in a group. Use these questions to help you:
 - Did people always communicate respectfully?
 - Did some people show disrespect by wasting time, or damaging the group's materials?
 - Did everyone in the group know what to do?
 - Did they know how much time they had to do the work?



Amaan's Story: Part 1

Amaan suggests a group plan

Sipho, Lee, Linda, Robert and Amaan are working in a group. They collected boxes to make something with.

Sipho threw his box on the table and said, "I have a cereal box for our robot's body ...".

"Robot?" interrupted Lee. "We have to build a plane!"

Robert said, "Yes, I have toilet roll tubes for the wheels."

Linda shouted, "Those rolls will not make good wheels!" She picked up a toilet roll tube and squashed it.

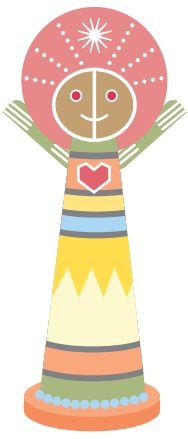
Amaan sat with his fingers in his ears. He did not like bright lights or loud noises. Amaan shut his eyes and wished that everyone would stop shouting. When he opened his eyes, he saw the chalkboard. What had the teacher drawn? It could be a robot, a plane or a bird. Then he saw she had written 'Bird' below the drawing.

Amaan thought, "We need to make a bird, not a plane or a robot. How am I going to get my group's attention?"

He took a deep breath and began to pat his leg. His beat got louder and faster. His classmates stopped talking and looked at him. Amaan pointed to the chalkboard and said, "We have to make a bird."

Everyone looked at the chalkboard. Amaan said, "We only have 20 minutes left to make our bird. So we need a plan. We need to decide what our bird will look like, and who will make which part."

To Amaan's surprise, the others agreed with him. "And the best thing," thought Amaan, "is that no one is shouting."



Let's work together

We can work together better if we share ideas and encourage each other. We can give each other feedback and check our progress to keep on track. Sometimes we may need to change our plan.

Work it out yourself



Itani uri ni zwi
pfesese inwi
mune

What happened next...

1. Let's find out what happened next in Amaan's group. Read 'Amaan's Story: Part 2'.
2. Write or draw an ending to the story. Here are some questions to help you think of ideas for your ending: What does Linda do to calm down? What do Lee and Robert say to Linda? How do they finish their bird in time?
3. Share your ending of the story with your classmates. What is the same? What is different?



materials

Amaan's story: Part 2

Amaan's group has a plan ... but then there is a conflict ...

Amaan said, "Thanks, Robert. Your rough drawing helped us plan our bird."

Then Sipho said, "Now we agree what our bird will look like, let's decide who wants to make which part."

"First, let's put all our boxes on the table," said Lee. "Then we can see what to use for each part of the bird."

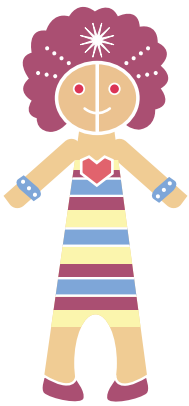
"I think my shoe box is a good shape for the body", says Linda, "Do you all agree?"

"Mmm ... I wanted to make the body with my cereal box – but I can cut the box into shapes for the wings," said Sipho.

Lee and Robert decided to work on the legs, and Amaan chose to design the head.

"Good work, guys, we've got five minutes to put the bird together" said Sipho, encouragingly.

Lee and Robert made their legs. Without asking Linda, they took the body and began to fix it to their legs. "Hey, stop" shouted Linda. "I haven't finished the body yet! Now you've bent it ... I can't work with you guys anymore, I feel too angry ..."



Let's sing together

Let's work together to create a song. We can use all our group work skills.



Our group work song

1. What helps people to work together in a group? Use what you know about group work to create a song with your classmates. Ideas for some words to use are shown below.
2. Perform your song with your classmates.

a shared purpose complete my task
share ideas talk and listen with respect
give feedback encourage others
agree what to do manage our time
make a plan check progress resolve conflict



Here's an example of a song to sing:

Do we all know what our group has to do? Yes!

Does each person have their own task to do? Yes!

Let's work together with respect.

We can share ideas. If we disagree, that's okay.

Our conflict resolution wheel can show the way.

Let's go – we can be curious, creative and have fun!

**Ri a divha rothe zwine tshigwada tshashu tsha khou
tea u ita naa? Ee!**

**Naa munwe na munwe u na mushumo wawe une a do
tea u ita? Ee!**

Kha ri shume rothe ri tshi thonifhana.

Ri nga fhana mihumbulo. Arali ri sa tendelani, zwo luga.

**Linga la thandululo ya dziphambano vhukati hashu li
do ri sumbedza ndila.**

**Kha ri tuwe – ri nga tama u divha, u ita zwithu nga tsiko
na u diphina!**



Bullying hurts

When a person does something to hurt another person, and does it again and again, we call it bullying. Bullying can hurt a person's body and a person's feelings. It can change the way a person behaves and thinks about themselves.

Our words

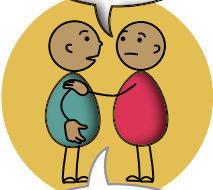
to bully

ku karhata /
ku hlupha

to behave

ku tikhoma
kahle

Try to feel
what someone
else is feeling



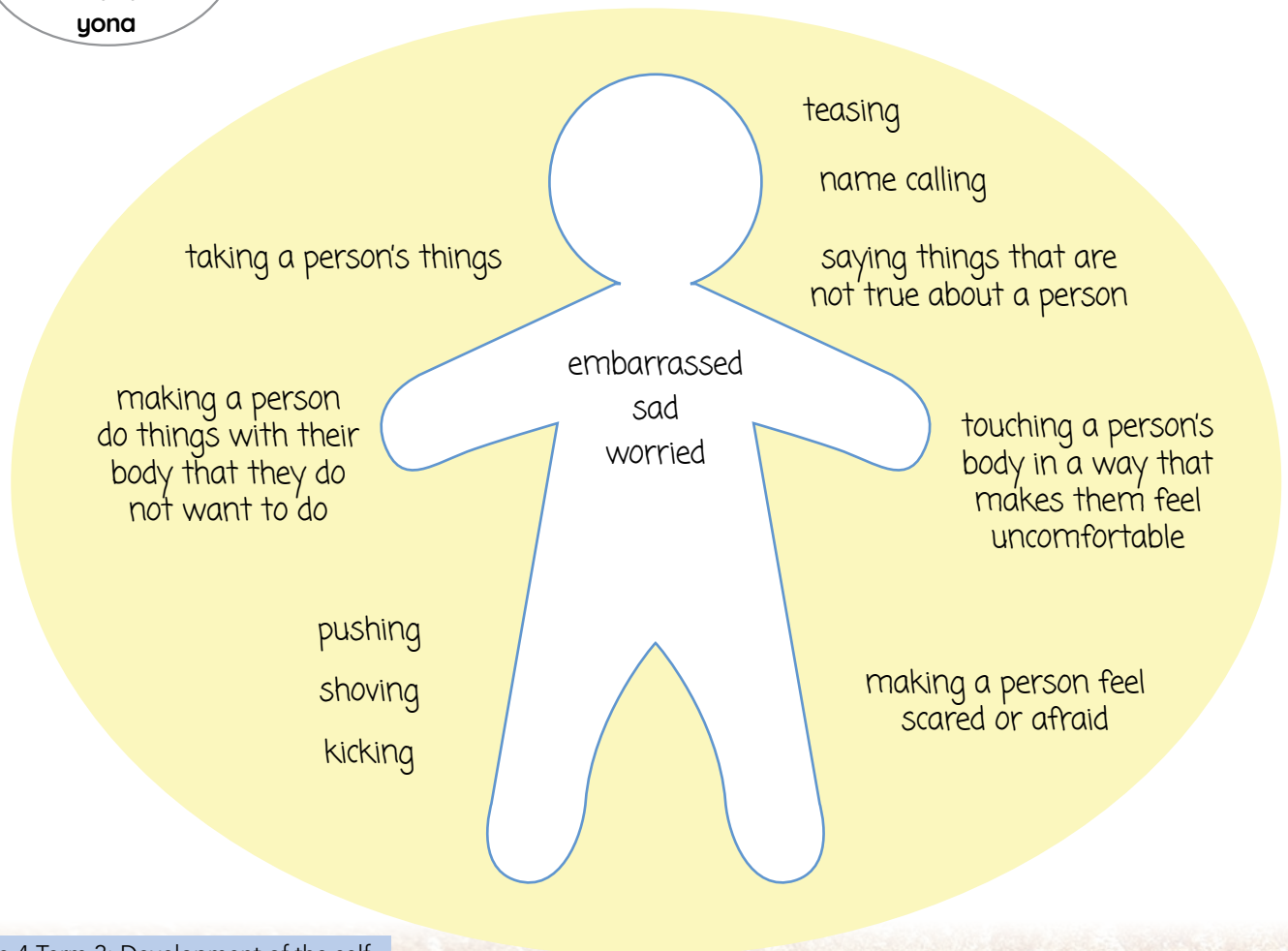
Ringeta ku
twa hi ndlela leyi
munhu wun'wana a
ti twaka hi
yona

What does it feel like to be bullied?

1. What types of bullying do you know about?
2. Draw a picture to show what a person feels when they are bullied.
 - a. Draw an outline of a person.
 - b. Outside the drawing, write, or draw, different types of bullying.
 - c. Inside the drawing, write, or draw, what it feels like to be bullied.

In your journal

Write or draw
your feelings
about bullying.



In this lesson set, we will read two stories about bullying at school. Each story has four parts. Each part is like an episode in a television programme.

Story 1: Lunch Box Story

Part 1 2 3 4

Zanele takes Msizi's lunch box

Msizi has a new lunch box. His Gogo gave it to him. Every time Zanele sees Msizi she grabs his lunch box, runs away and throws the box in a bush. She laughs as Msizi looks for it. Msizi has tears in his eyes. He felt there was nothing he could say.



Story 2: Name Calling Story

Part 1 2 3 4

Neo teases Baraka

Baraka came to South Africa from another country. She does not have many friends at school yet. Every day, Neo calls her rude names. When Neo teases her, Baraka feels helpless and does not know what to do. Last week, Baraka pushed in front of someone in the lunch queue. Afterwards, Baraka felt bad about it and asked herself, "Am I being a bully?"



Show why it is helpful or harmful



Kombisa leswo hikokwalaho ka yini swi pfuna kumbe ku vavisa

Is this bullying?

3. What makes Zanele's behaviour bullying?
4. What makes Neo's behaviour bullying?
5. What is your answer to Baraka's question?

People who are in a bullying situation need help to stop it. Turn over to see what happens in Part 2 of the stories.



Responses to being bullied

If you are bullied, talk about it. Tell someone you trust. Bullying is never okay. Teachers and school principals have a duty to protect children from bullying at school.

Story 1: Lunch Box Story

Part 1 ② 3 4



Msizi protects himself

I loved my new lunch box. But Zanele took it from me so many times that it got dirty and the strap broke. When my Gogo saw it, she was upset. "It was not my fault," I said, "it was Zanele."

I asked Gogo to sit with me. I told her what happened and how I felt when Zanele bullied me.

Gogo came with me to see my teacher. We told her what Zanele was doing. My teacher thanked us and said she will speak with Zanele to find out what was troubling her.

Later, my teacher asked me to come to see her and Zanele. It took courage for me to talk to Zanele, but she listened. I described how I felt. Zanele said she was sorry she got me into trouble with my Gogo. She stopped bullying me.

Msizi's response

Step 1: Tell a person you trust.

Step 2: Report it to someone who can help the person bullying you to stop.

Step 3: Conflict resolution.

Give a reason for what you think



Nyika xivangelo (rhizini) ya leswi wena u ehleketaka swona

Reporting bullying

1. What do you think of Msizi's response to Zanele's bullying?
2. When do you think this type of response may not work? Give a reason for your answer.

Story 2: Name Calling Story

Part 1 ② 3 4

Baraka talks to Neo

Every day, Neo teased me about what I looked like. I did not say anything. I was new in the school and I did not want other children to call me names.

I told my friend, Lunga. She said, “Baraka, you look fine the way you are.” That helped me, “Yes, I thought, I am who I am.” That gave me confidence.

Next time Neo teased me it did not hurt so much. I did not feel so helpless. I smiled at Neo and said, “Thanks for your opinion, Neo. But you’ve told me many times before.” I walked away. It took courage, but it worked. Neo stopped teasing me.

One day, Neo came to me and said, “Baraka, I’m sorry I bullied you last term. Things were hard for me at home. I felt angry and took my feelings out on you.”



Baraka’s response

Step 1: Tell a person you trust.

Step 2: If you feel safe, stay calm and politely talk to the person who bullied you.

Step 3: Conflict resolution.

Be kind to yourself



Va na na
musa eka
wena n’winyi

I am who I am

3. How did what Lunga say help Baraka?
4. When do you think talking directly to a person who bullies may not work? Give a reason for your answer.

With courage and confidence, we can stop bullying.
Turn over to see what happens in Part 3 of the stories.



Why do we bully people?

We bully people to feel powerful, to feel important, or more in control of our lives. We often learn to bully other people from people who bullied us. We can also learn to stop bullying. Our bullying harms people and is never okay.

Story 1: Lunch Box Story

Part 1 2 3 4

Zanele finds help

I'm Zanele. I thought it was funny to take Msizi's lunch box. My friends, Alex and Bono, laughed when they found the box and ate Msizi's lunch. It made me feel powerful, because they did that to impress me.

When Msizi told my teacher, I felt angry. But my teacher was kind. She listened to me.

I know I hurt Msizi. I told our teacher that I felt frustrated at school, for many reasons. I wanted someone to see me, to listen to me and make me feel important. Talking about it made me feel better.

I know that bullying people will not help me solve my problems. If I want people to laugh I should tell good jokes. Bullying is no joke.



Ask
questions about
the things you
want to know



Vutisa
swivutiso hi swilo
leswi u lavaka
ku swi tiva

Reasons for bullying

1. Let's ask some questions that help us understand bullying better.
 - a. What causes some people to bully other people?
 - b. What do you think made Zanele want to stop bullying?
2. If you met Zanele, what questions would you ask her about her story?

Story 2: Name Calling Story

Part 1 2 ③ 4

Neo thinks about his emotions

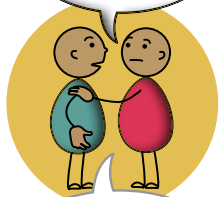
Hi, it's Neo here. I am not proud to say I teased Baraka. She looks so different to most of us. My father often calls foreigners rude names. I just said what I heard him say. When I saw she felt upset, I felt I had some control over someone. It made me feel strong. And my friend, Uuka said, "Cool man, high five!".

When Baraka showed me that she didn't care what I said, I felt weak. I didn't feel in control of anything. I thought about why I bullied her. My elder brother had left home. I missed him a lot. I could talk to him. I felt angry. I wanted to hurt someone else, just to get the hurt I felt out of me. I picked on Baraka because she was different.

My brother came back for a few days. It felt good to talk with him again. Now I know he is still there for me.



Try to feel
what someone
else is feeling



Ringeta ku
twa hi ndlela leyi
munhu wun'wana a
ti twaka hi
yona

Listen to our feelings

3. What helped Neo understand why he bullied Baraka?
4. How do you think Neo felt after he stopped bullying? Give a reason for your answer.

Who else can help to stop bullying? Turn over to see what happens in Part 4 of the stories.



Being a witness to bullying

Our words

to witness
ku va
mbhoni

If we see, or witness, a person being bullied we can choose to do something to help.

Story 1: Lunch Box Story

Part 1 2 3 ④

Dunia sees what happened

Hi, my name is Dunia. I saw Zanele take Msizi's lunch box and throw it in a bush. Then Alex and Bono picked it up. They opened the box and quickly ate Msizi's lunch. They threw the empty box back in the bush.

I felt sorry for Msizi. He was crying. I said his lunch box was in the bush. I did not say that Alex and Bono ate his lunch. I did not want to get into trouble with them. Maybe I should have told our teacher, but I was afraid Zanele would pick on me.



Think
about your
thinking



Ehleketi hi
mahleketelelo
ya wena

If I saw ...

1. Imagine you are a witness in a bullying situation. How do you feel? What questions do you ask yourself?

For example ...

- Everyone else is joining in, should I?
- Should I say something to try to stop this?
- I feel scared, what if they hurt me?
- Should I run away?
- Who can I ask for help?

Story 2: Name Calling Story

Part 1 2 3 ④

Tuma shows friendship

Hi, I'm Tuma. When I heard Neo tease Baraka and call her rude names, I felt embarrassed. Baraka is new to our school and that is not how we treat people. I wanted to welcome her and show friendship. At break, I asked Baraka to join our game.

I thought, "If I hear Neo tease Baraka again, I will tell our teacher."



Show why
it is helpful
or harmful



Kombisa
leswo
hikokwalaho ka
yini swi pfuna
kumbe ku
vavisa

I choose to ...

2. Choose either the Lunch Box Story or the Name Calling Story. Imagine you are a witness to the bullying. What do you do?

Examples of what a witness can do to help stop bullying

- Refuse to join in any teasing, name calling, or laughing when someone else is being harmed.
- Show kindness to the person who is bullied.
- Tell an adult you trust what happened.
- Go with the person who is bullied to report it.
- Include the person who is being bullied in your group. Move together so they are never alone.
- Ask the adults in your school to help people who bully others to change their behaviour.
- Stay calm. Do not show anger to the people doing the bullying. If you shout or hit anyone it can make the situation worse.

Let's all stop bullying

To resolve a bullying situation, a first step is to talk about it. Here are some words we can use to help us describe who did what in a bullying situation.

Perpetrator – the person doing the bullying

Target – the person who is bullied by the perpetrator

Accomplice – the person who encourages the perpetrator, or benefits from the bullying

Bystander – the person who is not involved in the bullying, but who sees, or witnesses, what happened

Story 1: Lunch Box Story

In the Lunch Box Story:

Zanele took Msizi's lunch box many times. Zanele is the **perpetrator**. Msizi is the **target**.

Alex and Bono encouraged Zanele, and ate Msizi's lunch. They are **accomplices**.

Dunia saw what happened. Dunia did not bully Msizi, and she did not encourage Zanele to bully him. Dunia is a **bystander**.



Zanele

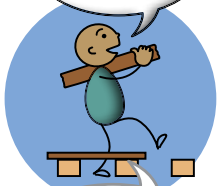
Msizi

Alex

Bono

Dunia

Work it out
yourself



Titirheli swona
hi wexe

Who did what?

1. Complete these sentences:

Story 2: Name Calling Story

- Neo often teased Baraka. Neo is the ____ Baraka is the ____
- Uuka said Neo was cool when he bullied Baraka. Uuka is an ____
- Tuma saw what happened. Tuma did not bully Baraka, and she did not encourage Neo to bully her. Tuma is a ____



Tuma

Baraka

Neo

Uuka

Make
something to
show what you
think it is like



Endla xo
karhi ku
kombisa leswi u
ehleketaka leswo
i xa njhani

Take a stand

2. Choose one of these activities to do.

- Choose either the Lunch Box Story or the Name Calling Story. Act out what was done to stop the bullying.

or

- Write and draw your own story about bullying, and what was done to stop the bullying.

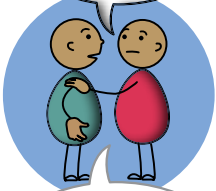
or

- Create a poster to show why bullying must stop.

Acts of kindness

Let's make our school a better place through acts of kindness.

Try to feel
what someone
else is feeling



Ringeta ku
twa hi ndlela leyi
munhu wun'wana a
ti twaka hi
yona

My story of kindness

1. There are many ways to show kindness. Some are given on the opposite page. What other ideas can you think of?
2. Create a story about a person whose act of kindness helps to stop bullying. You can make a picture story, or a cartoon or comic book story.
3. Share your story with your classmates.

Be kind

"Your beliefs don't make you a better person, your behaviour does."

25 acts of kindness – what others can you add?

Invite a person to join a game

Share your feelings with someone

Ask a person how they feel

Sing or dance together

Give a smile or a hug

Apologise if you made a mistake or hurt someone

Ask if you can help someone

Play a game

Greet someone

Listen to a person tell you what happened and how they feel

Ask a person to help you

Tell someone what you like about them

Sit by someone who feels lonely

If you see someone bullied, tell an adult you trust

Write a poem as a gift for someone

Go with someone to get help

Send a friendly message on your phone

Share your lunch or a snack

Be polite, say "Please" and "Thank you"

Put yourself in another person's shoes

Show support for a person who is bullied

Say kind words to a person who is teased

Play a game or tell a story with a person who is bullied

Draw a beautiful picture for someone

Make a card for someone

Choose what works best for you



Langa lexi xi
tirhaka ku antswa
ngopfu eka
wena

My acts of kindness

Feeling gratitude, or thankful, for the good things in our lives, can help us be kinder to ourselves and other people.

4. Choose an act of kindness to do each day.
5. Think about how it makes you feel. Then write, or draw, something about it.



I shine

The freedom to be me

Every child needs to learn and grow, to be who they want to be. To do this each child needs food, safety, shelter, health care and other rights that all children should have. A right is something that allows us to be who we want to be in a way that is respectful and fair to other people.

Our words

children's rights
amalungelo
abentwana

Choose what works best for you



Khetha lokho okukusebezela kuhle khulu

My rights as a child

1. Look at the pictures on the opposite page. Match each picture to one, or more, of the children's rights in this box.

Children's rights

To live a healthy life, every child needs:

- a name
- care from their family, parents or others
- food
- to be protected from harm and violence
- a safe and healthy place to live
- care and support when they are sick
- to go to school to learn
- to play
- the freedom to express themselves
- the freedom to practise their culture and language.

Adults need to support children so they can fulfil, or enjoy, their rights.

You are a child until you are 18 years old.





Our values, our rights

Our rights are protected in the Bill of Rights, in the South African Constitution. The Constitution is the highest law in the country.

Values in our Constitution

Values are what we feel, and think, are important. They help to guide the choices we make and what we do. The South African Constitution is based on these values:

- **human dignity** – every life is of great worth and deserves to be treated with respect
- **equality** – everyone is treated fairly and has the same opportunities in life as everyone else
- **freedom** – to be able to believe, think, speak and live as you wish without fear, while respecting the same freedoms of others.

These values guided people who struggled against those who used power unfairly to harm others. The rights we enjoy today came out of those struggles.

Our words

values
amagugu

freedom
ikululeko

human dignity
isithunzi
sobuntu

equality
ukulingana

discrimination
ibandlululo

fair
okulungileko

Find out more
(ask someone -
look it up)



Funisa
okunengi (buza
omunye -
zifunele)

Match values to rights

1. Let's read the summary of the Bill of Rights on Info Page B. A summary gives the main points about something.
2. Look at the opposite page. Use the Bill of Rights to answer the question next to each picture.
3. The Bill of Rights has a special section on the rights of children. Find out more about children's rights on Info Page B.



Human dignity and worth is recognised when we treat each other with respect. It is also protected when people have good housing, clean water and safe toilets.

- a. Which rights in the Bill of Rights respect our **human dignity**?



In the past, during Apartheid, black people were not allowed to travel on the same trains and buses as white people. That was **unfair discrimination**.

- b. Which right in the Bill of Rights protects us from **unfair discrimination**?



People have the right to express their opinions and beliefs, but they must do so in a way that respects the freedoms of other people.

- c. Which rights in the Bill of Rights protect our **freedoms**?



A summary of the South African Bill of Rights

Equality: Everyone is equal before the law and may not be unfairly discriminated against.

Human dignity: Everyone has inherent human dignity which must be respected.

Life: Everyone has the right to life.

Freedom and security of the person: You have a right not to be physically detained without trial or abused in any way.

Slavery, servitude and forced labour: You may not be subjected to slavery or forced labour.

Privacy: Your right to privacy includes your body, home and possessions.

Freedom of religion, belief and opinion: You have the right to think, believe and worship.

Freedom of expression: You have the right to say, read and study whatever you choose but hate speech is not allowed.

Assembly, demonstration, picket and petition: You have the right to peacefully assemble, demonstrate and protest.

Freedom of association: You have the right to associate with anyone.

Political rights: You may form a political party, run for public office and vote for any party in free and fair elections.

Citizenship: No citizen may be deprived of citizenship.

Freedom of movement and residence: You have the right to enter and leave the Republic at will.

Freedom of trade, occupation and profession: You have the right to choose any legal trade or occupation freely.

Labour relations: Every worker and employer has the right to organise and negotiate to further their aims.

Environment: You have the right to live in a protected, healthy environment.

Property: No one may be deprived of property, except in terms of law of general application.

Housing: You have the right to have access to adequate housing.

Health care, food, water and social security: You have the right to have access to health care, adequate food and water and social security.

Children: Every child has the right to a name, nationality and protection from abuse and exploitation.

Education: You have the right to receive basic education in the official language of your choice where that education is reasonably practicable.

Language and culture: You have the right to use the language of your choice and practice your own culture.

Cultural, religious and linguistic communities: You have the right to form, join and maintain cultural, linguistic and religious groupings of your choice.

Access to information: You may access any information held by the state for the protection of your rights.

Just administrative action: You have the right to administrative action that is lawful, reasonable and procedurally fair.

Access to courts: You have the right to resolve your legal disputes in a court or another impartial tribunal.

Arrested, detained and accused persons: When arrested for allegedly committing an offence, you have the right to remain silent, to be brought before a court within 48 hours and the right to legal representation.

Limitation of rights: Everyone's rights may be limited. The limitation should apply to everyone to the extent that it is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom.

Responsibilities: All citizens are equally subject to the duties and responsibilities of citizenship.

What are Children's Rights?

Children's rights are those rights found in Section 28 in the Bill of Rights in the Constitution of South Africa. These rights aim to protect ALL children from harm, abuse, neglect and exploitation.



All Children

have the right to:



A name and nationality from birth



Love, affection and security from their family or parents, or from others if they are removed from the family environment



Have enough food to eat and a place to live



Be looked after when they get sick



Education and to be protected from neglect and abuse



Not have to work before a certain age and to be protected from discrimination



Be protected from arrest and detention, except as a last resort. In this case this detention should be for the shortest time possible, children must be kept separately from detained adults; and must get legal representation at the state's expense. Children must not be used as soldiers in wars, they must be protected from armed conflict.



Our rights are human rights

Our rights are called 'human rights' because they are for every human being in the world.

Be kind to yourself



Yiba nesisa kuwe

To care for ourselves, know our rights

1. Close your eyes and circle a finger above the page. Then touch the page. Then open your eyes.
2. Which star is your finger closest to? Read what it says. Shout out what is in the blue speech bubble.
3. Read Info Page C.

Every child has the right to education.



This means
I can go to school to learn, and grow the best of me.

This means
children are allowed to have their say in decisions that affect their lives.



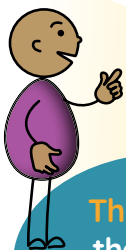
The South African Constitution says we are all equal before the law.

This means
no one can discriminate against another person for being different.



The Children's Act is a law about respecting and protecting children's rights.

This means
the people must choose their leaders.



South Africa is a democracy. That means every adult can vote for who they want to lead the country.

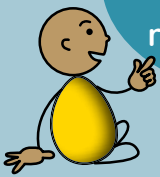




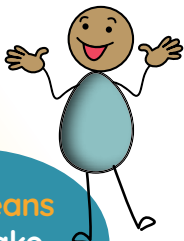
This means
adults must
protect me
from harm.

Every child has
the right to be
kept safe and
not to be hurt or
neglected.

Every child has
the right to
say what they
think and to be
heard.




This means
I can speak
my mind in a
respectful way.



This means
I can take
time to play.

Every child
has the right
to relax and
play.

Every child has the
right to privacy.



This means
I can have
some space
for me.



More about the Children's Act

The Children's Act is guided by the South African Constitution, and human rights agreements made between many different countries. For example, the **United Nations Convention on the Rights of the Child** and the **Universal Declaration of Human Rights**.

The United Nations Convention on the Rights of the Child

The United Nations is an organisation that many countries in the world belong to. It helps countries to work together on big challenges that face them. The United Nations Convention on the Rights of the Child was agreed in 1989. South Africa, together with 195 countries, has signed this agreement.

Some rights from the United Nations Convention on the Rights of the Child:

Every child has the right to life.

Every child has the right to be with their family or with those who will care for them best.

No child should be used as cheap labour or as a soldier.

Every child has the right to a name and a nationality.

Children who break the law should not be treated cruelly.

Every child has the right to enough food and clean water.

Every child has the right to education.

Every child has the right to an adequate standard of living.

Every child has the right to relax and play.

Every child has the right to health care.

Every child has the right to speak their own language and practise their own religion.

Every child has the right to say what they think and to be heard.

Every child with a disability has the right to special care and support.

Every child has the right to privacy.

Every child has the right to be kept safe and not to be hurt or neglected.

Every child has the right to meet their friends and join groups.



This is a selection of rights from the convention. For the full version see www.unicef.org/crc

The Universal Declaration of HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

WE ARE ALL BORN FREE AND EQUAL

EVERYONE IS ENTITLED TO THESE RIGHTS

NO MATTER YOUR RACE, RELIGION OR NATIONALITY

EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY

No one has the right to hold you in slavery.

No one has the right to torture you.

You have the right to recognition everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

You have the right to seek legal help if your rights are violated.

No one has the right to wrongly imprison you or force you to leave your country.

You have the right to a fair and public trial.

Everyone is innocent until **PROVEN** guilty.

You have the right to privacy. No one can interfere with your reputation, family, home or correspondence.

You can travel wherever you want.

You have the right to seek asylum in another country if you are being persecuted in your own country.

Everyone has the right to a nationality.

All adults have the right to marriage and to raise a family.



You have the responsibility to respect the rights of others

NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS

You have the right to own property.

Everyone has the right to belong to a religion.

Freedom of Expression: You have the right to free thought and to voice your opinions to others.

Everyone has the right to gather as a peaceful assembly.

You have the right to help choose and to take part in governing your country, directly or through chosen representatives.

You have the right to social security and are entitled to economic, social and cultural help from your government.

Workers' rights: Every adult has the right to a job, a fair wage and to join a trade union.

You have the right to leisure and rest from work.

Everyone has the right to an adequate standard of living for themselves and their family.

Everyone has the right to education.

Your intellectual property as an artist or scientist should be protected.

We are all entitled to social order so we can enjoy these rights.

Adapted from zen pencils

Who protects our rights?

All adults should respect and protect children's rights. The government employs teachers, nurses, social workers, police officers and others to help. These people are called duty bearers.

Tendani's story

It's just me and my mom who live in my home. Last term my mom got a night job. Sometimes I was asleep when she left for work, but I always woke up in the night. I felt scared on my own. One day I fell asleep in class. My teacher asked me why I felt so tired. So I told her about my mom's new job. My teacher put my mom in touch with a social worker.

The social worker arranged for me to sleep every night in a children's home. Many children who live there do not have parents. My mom takes me there at night and takes me home in the morning.

Officials at the Department of Social Development make sure the home is clean and safe for children. It is not so bad. At least my rights to safety, shelter and food are protected. But I wish my mom can get a day job.

Every child has the right to be with their family or with those who will care for them best.

Give a reason for what you think



Yenza into ukutjengisa ukuthi ucabanga bona injani

Protect our right to safety and shelter

1. How do you think Tendani felt when she went to the children's home?
2. Imagine you are Tendani's social worker. Why do you think Tendani should sleep at the children's home? Give reasons for your answer.



You need a **birth certificate** to register for school.

If any child does not have a birth certificate, officials at the Department of Home Affairs must help their caregivers to get a birth certificate.



Show why
it is helpful
or harmful



Khombisa
bonyana kubayini
ilisizo namkha
ilimazako

Our duty bearers

3. Create a duty bearer poster to show who can help protect children's rights. Show what the duty bearers can do to help children.

If you do not feel safe
and have no trusted
adult to talk to, call

Childline: 116

lines are open 24 hours a
day, and the call is free



We respect each other's rights

To respect other people's rights we can: respect their dignity, treat them equally and fairly and respect their freedom. If we do not respect other people's rights, they cannot respect ours.

Fair play

Sometimes we can forget to include everyone in the games we play. Then we need to change the rules.

Let's all play this game. The rule is you must only use your feet to touch the ball, not your hands.

But I cannot move my feet.

Well, we cannot leave you out of the game, that's not fair. What can we do?



Share and compare



Yabelana begodu umadanise

Let's make it fair

1. Read **Fair play**. What would you change to make the game more fair?
2. Now, think of a time when you said or thought, "That's not fair!" How did you feel?
3. If a similar thing happened again, what would you change to make the situation more fair?



Our rights are connected. Sometimes we cannot respect our own rights and respect the rights of others at the same time. We have to work out what causes less harm. Sometimes we have to choose between doing something we enjoy and doing something to reduce harm.

Show why
it is helpful
or harmful



Khombisa
bonyana kubayini
ilisizo namkha
ilimazako

Choosing freedoms

4. What would you do in the situation below? Respect your right to meet your friends, or take your Mom's advice about safety? Give a reason for your answer.

Mom, I'm going to play with my friends tonight, see you later.

Every child has the right to meet their friends and join groups.

My child, it's not safe for you to go alone, and I have to work. Please stay home tonight.

Every child has the right to be kept safe and not to be hurt or neglected.

5. Think about when you had to choose between being free to enjoy yourself and being free from harm.
6. Tell a classmate what you decided to do.



Our house of rights

We need all our rights. If one right is missing it can be difficult to respect other rights. For example, if we are hungry we cannot learn at school.

When we respect all our rights it is like living in a house with no bricks missing. There are no gaps in the walls, the house is strong. People inside the house feel comfortable.

Make
something to
show what you
think it is like



Yenza into
eveza ukuthi
ucabanga njani

My right to ...

1. Choose one of the rights on this house.
2. Act out that right without using words.
3. Ask your classmates to guess which right you chose.
4. Which duty bearers can help to protect that right?
5. What can you and other children do to protect that right?



Our house of rights for all children

Our right to:

speaking our own language

a name and a nationality

practising our own religion

enough food

health care

privacy

relax and play

shelter

being with our family

education

clean water

saying what we think
and to be heard

being kept safe and not to be
hurt or neglected

meeting our friends
and joining groups

Values that our house of rights is built on:

human dignity

fairness and equality

trust

respect

freedom



Laduma

Breath is life

Breathing exercises for a warm up.

1. Stand tall

Read each step to your friend while they close their eyes and do what you say. Then swap over.

Imagine ...

- There is a string attached to the top of your head. It pulls you up towards the sky.
- Your shoulders can open like butterfly wings.
- Strings are attached to your fingers, wrists and elbows. They are also being pulled up towards the sky.
- The strings are pulled tight. Your body is tense and hard like you are made of wood.
- The strings are cut. First your fingers drop. Then your wrists, elbows and head drop. Let your hands and then your arms drop and dangle. Then let your body flop forward.



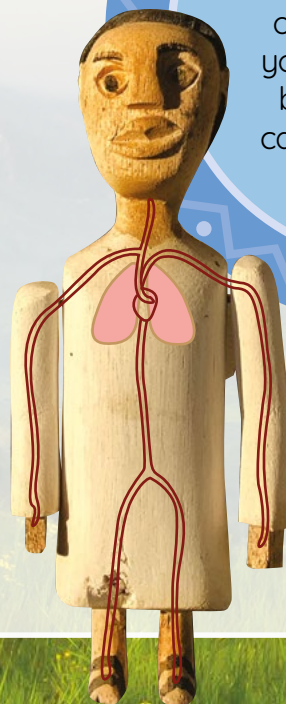
2. Tense and relax

Tell your friend to **tense** then *relax*, **tense** – *relax*.

- Make your body tense. Make everything from your face to your toes stiff.
- Now relax every part of your body and let out a big sigh. Let your body go floppy.
- Repeat a few times.
- When you're finished stand up slowly. Then give your whole body a shake.

Clean air is important for good health.

When you breathe, oxygen goes from your lungs into your blood. Your blood carries oxygen to all parts of your body.



3. Play with breath

Imagine ...

There is a feather on your lips. Blow it away from you.

There is a candle in front of you. Blow it out.

There is a balloon inside your chest. As you breathe in air, your balloon gets bigger and bigger. Can you feel your chest getting bigger with this 'balloon'? What happens to your chest when the air leaves the balloon?

4. Breathe it in

How do you breathe when you smell each of these things? Try it.



think
about it

- How deeply do you breathe when you smell something lovely?
- How deeply do you breathe when you smell something bad?
- Is breathing connected to feelings? How?

When you feel afraid or stressed, take a deep breath to help you feel calmer.

5. Count breath

Count for your friend and beat on a drum or chair in time to the counting.

- Breathe in for four counts – one, two, three, four.
- Hold your breath for two counts – one, two.
- Breathe out for four – one, two, three, four.
- Keep the other counts the same, but see if you can breathe out for longer each time.

Do not hold your breath for too long. You may feel weak.



Playing with sound

Anything that makes a sound can be used to make music.

Did you remember to do your warm up?

How about playing a rhythm game that you have learnt with a friend?

Found and homemade instruments

Here are some ideas for found and homemade instruments.



You can always add body percussion sounds as well. How many different sounds can you make with your body?

1. Different types of sound

- Look at the percussion instruments you collected and made in Term 1. What other things can you add to the collection?
- What types of sound can you make with each object?
- Take turns to find different ways to create sounds. For example, shake a bottle with small stones inside, shake it gently and slowly, then gradually shake it harder and faster. Does the sound change? What feeling does it give you? Happy? Scared? Calm? Excited ...?
- Write down the feeling you get from each sound.

If you are deaf or hard of hearing, see if you can feel the vibrations made by the instruments. Watch the rate of playing and imagine how this affects the sound.





2. Sound pictures

Sound pictures are stories we tell without words. Close your eyes to listen to them so it is easier to imagine the pictures the sounds make.

- Close your eyes. Listen to all the sounds you can hear around you.
- Which sounds come from inside the room? Listen to those.
- Which sounds come from outside the room? Listen to those.
- Create a sound picture of a forest in the early morning:
 - Imagine the forest, there are many trees, bushes, birds and other animals. The birds wake up and start to sing.
 - Use your voices to make the sounds of the birds. Do not all start at the same time. Let a few people begin, and then slowly others join in. Add sounds to the picture until the room is alive with all the sounds of the forest.
 - Keep your eyes closed so you can listen carefully to the sounds.



Sound pictures with instruments

I. Explore your topic

- In your music group, choose one of these topics for your sound picture:

A thunderstorm

A jungle

A taxi rank



- Imagine you are in a thunderstorm, jungle or taxi rank.
- What story do you want to tell about that place? What types of sounds do you want in your sound picture?
- Use your bodies and percussion instruments to make the sounds of that place.
- A sound picture is made of different parts, or **elements**, for example the sound of a waterfall in a jungle is one element, the song of birds is another.
- Put the sounds you create into a sequence.

Read the example
on page 183 for
ideas for a sound
picture.



Example: Thunderstorm sound picture

Try out these ideas to create a sound picture of a thunderstorm. The storm might go like this:

- Wind blows hard
- Rain starts softly
- Trees move
- Things fall
- Thunder booms
- Lightning flashes
- Rain falls harder
- More soft rain
- Silence and birdsong



What can we use to make sound?

- Make rain sounds with plastic shopping bags softly rubbed between both hands.
- Make heavier rain with shakers. You can use your ankle rattles as hand shakers.
- Make big raindrops or hail by dropping small stones or seeds in a cardboard box.
- To make the sound of steady rain and wind, move the box with stones or seeds slowly from side to side.
- Make thunder by putting some round stones inside a big, empty container and rocking it so the stones crash around inside.
- Make the sound of lightning tearing through the sky by shaking a sheet of thin flat metal.

2. Practise your sound picture

Play your sound picture again. Is there anything you can change to improve it? For example, are some sounds too long or too short? Do some sounds need to be quieter or louder? Does it feel like a thunderstorm, a jungle or taxi rank?



Perform sound pictures

We can write down sound pictures to remember them and so other people can perform them.

1. Write your sound picture

One way to write a sound picture is to use a table, or chart, like the example below. In music this is called a **score**, it is music that is written down.

In the first column, write down all the elements in the sound picture and the instruments that play the sound. Write them in the same sequence, or order, that the sounds are made in the sound picture.

- Use the 'dog', 'cow', 'rabbit' **notation** to show how long the sounds are.
- Write where the sounds are loud or soft (quiet).
- You can also draw lines or shapes to show what the sound makes you feel.

Our words

A **score** is a piece of music that is written down.

Notation is a way of writing music down so people can play or sing it.

A **conductor** is a person who directs a musical performance.

An example of a score for a thunderstorm sound picture

Elements and instruments

There are four beats in each bar.

	1	2	3	4	1	2	3	4	1	2	3	4
<u>Wind:</u> Paper rubbing/shaking	cow		dog	dog								
<u>Trees:</u> Shakers					cow		cow		dog	dog	Getting softer dog	dog
<u>Falling objects:</u> Stones on tin						★ dog		★ dog	★ dog			
<u>Thunder:</u> Drum roll					LOUD rabbit	rabbit	LOUD rabbit	rabbit				
<u>Rain:</u> Long cardboard tube									cow		cow	
<u>Bird sounds:</u> Voice											XX	SOFT XX

2. Perform your sound picture

- Choose a person to conduct, or direct, your sound picture. The **conductor** keeps the beat and uses hand signals to tell the musicians when to play their instruments and how loudly or softly they need to play.
- Read your score and perform your sound picture.



3. Listen and respond

Work with another group for this activity.

- One group performs their sound picture.
- The other group acts out how it makes them feel, without using words. Each person in the group listens and responds to the music by moving their body.
- When the conductor stops the music, the other group stops moving.
- Swap, so each group gets a turn to listen and move to a sound picture.
- Talk about the sound pictures. What stories did they tell? How did the different sounds make you feel? Did your feelings change during the performance?

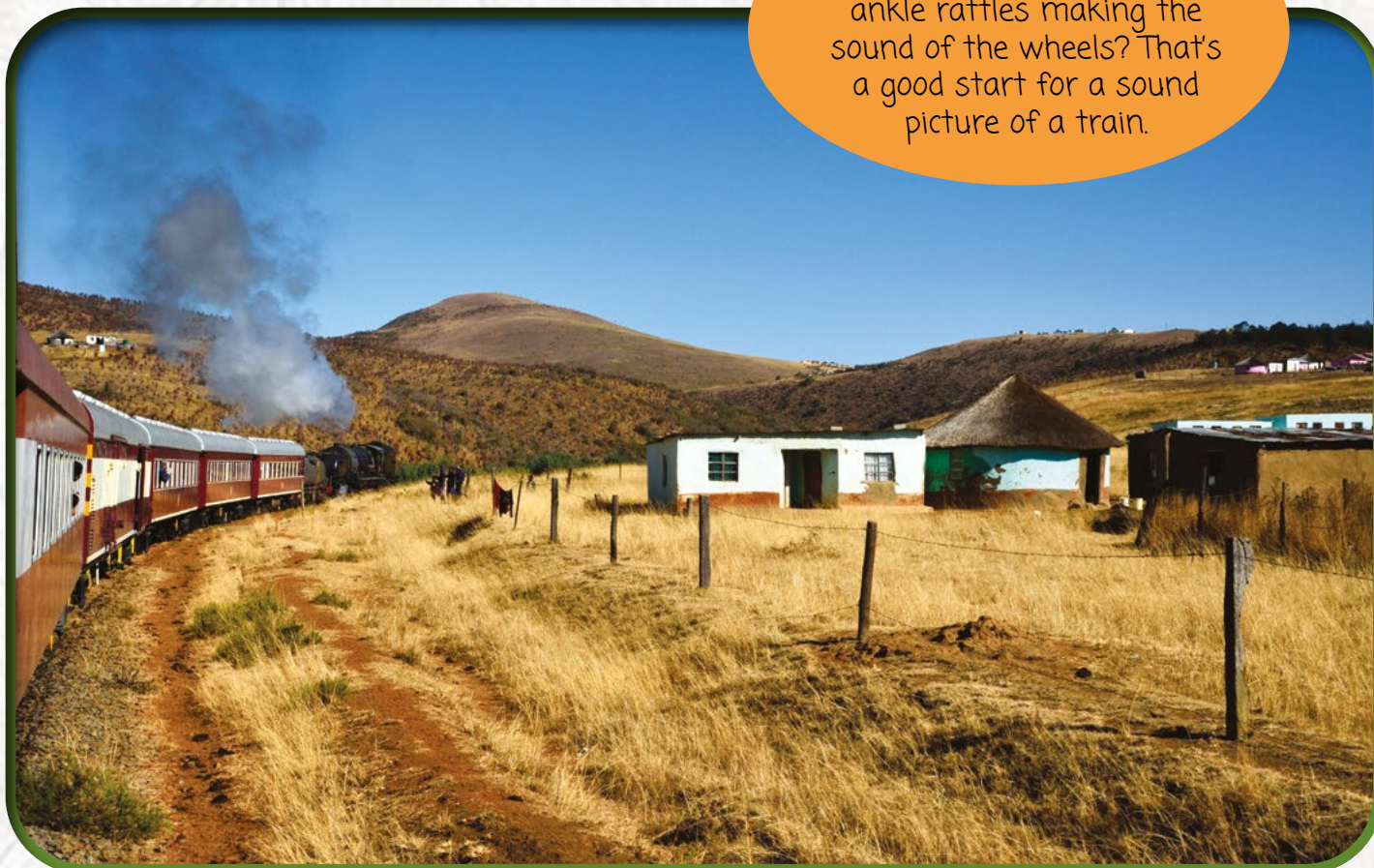
4. Perform someone else's sound picture

- Leave your instruments and your music score on the floor. Move to another group's place, or music space.
- Read the other group's music score and perform their sound picture.
- What story does their sound picture tell?



Train sound pictures

Remember the train song that we did with the ankle rattles making the sound of the wheels? That's a good start for a sound picture of a train.



1. Choose your sounds

The sound of a train moving can be made with hand rattles made out of old tins or plastic containers with rice inside.

The **train whistle** is an important sound. It can be made using a short piece of pipe. Blow across the top of the pipe to make a sound. You could use your fingers to create a loud, strong whistle if you have no pipe.

Trains also have a lot of metallic sounds.

To make the sound of the **train wheels** going over joints in old rails, hit two bits of metal together in a skipping pattern. Play these sounds in a rhythm pattern that goes: "*kadunk kadunk.... kadunk kadunk...*"

Our words









Metallic sounds are made by metal objects hitting against each other.



2. Perform your train sound picture

- Half the group close their eyes while the other half makes the train sound picture.
- Move in the skipping pattern shown below, with your ankle rattles on your right leg.



1	2	1	2	1	2	1	2
Rab bit	Dog	Rab bit	Dog	Rab bit	Dog	Rab bit	Dog
							
R R	L	R R	L	R R	L	R R	L

- Add to this the metal bits going “*kadunk kadunk!*”
- Add the hand rattles.
- Add the whistle every now and then.



What else can you add to your sound picture? Perhaps the train arrives at the station. There are sounds of people getting on and off the train, and announcements. What other sounds would you hear? Use your imagination.



Kazoo sound pictures

A kazoo is a kind of wind instrument. It is used to make your voice louder and to change what it sounds like.



- A short length of plastic pipe
- Squares of thin plastic (made from plastic packets such as those that bread is sold in)
- Sticky tape (insulation tape works well)

1. Make the kazoo

a. Cut a hole on one side, in the middle of the plastic pipe.



b. Cover the hole with a piece of plastic.



c. Stretch the plastic tight and tape it down on both sides of the hole.



d. Sing or hum (rather than blow) into one end of the pipe. The instrument will **amplify** any sounds that you make and give them a buzzing sound.

Our words

Amplify
means
make a
sound
louder.



Kazoos were used in traditional African ceremonies, to create the voices of gods or ancestors.

2. Practise playing your kazoo

Use your kazoo to make the sounds for these pictures:

Formula 1: Imagine you are a racing car, speeding around a race track.



The beehive: Imagine you are a bee buzzing in a bee hive.



3. Play your kazoo with other instruments

- Choose a topic, such as a jungle, farmyard, city, seaside, jazz club or market. You can also think of your own ideas.
- Practise using kazoos, voices and percussion instruments to create a sound picture of your topic. Let the sounds build by adding them one by one.
- Perform your sound picture to the class. You can either tell your audience what your topic is, or let them guess after your performance.

You have made many different sound pictures. Which was your favourite?

Warm up for *action!*

Roll down and up the spine

Your spine is central to all movement in your body. When your spine is warm, your body can move more easily. Rolling up and down the spine is a good way to warm up.

Do this warm up at the start of each dance lesson. It is important to warm up before physical activity.

1. Stand up straight with your feet hip distance apart.



Drop your chin towards your chest, then slowly drop the top of your head down towards your feet. Slightly bend your knees as your head drops towards the floor, slowly bending each part of your spine.



2. Your head will now be hanging in-between your knees. Let your hands hang down to the floor, next to your feet. If you can touch the floor, do so.



3. Lower your bottom, soften your knees and roll up through your spine to stand up tall. Your head must come up last of all.



4. Roll down the spine again and place your hands flat on the floor, fingers forward. Your knees must be slightly bent, and your head tucked in to your knees. Slowly try to straighten your legs in four counts and then bend them again. Roll slowly up.



Repeat the exercise on eight counts, four counts and then two counts.

You have now warmed up your spine. You are ready to move.

Safety tips

- Be careful to protect your neck.
- Keep your knees soft and bent.
- Pull in your stomach muscles as you roll up and down. Relax them again when you stand up straight.
- Keep your feet straight and make sure your knees bend over your middle toes.
- Relax your shoulders down, away from your ears.





Sing, move, act

1. Sing and play

- Sing together and do the actions in the song below.



A Happy Song

If you're happy and you know it, clap your hands,

(Clap your hands twice)

If you're happy and you know it, clap your hands,

(Clap your hands twice)

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, clap your hands,

(Clap your hands twice)

Sing the song again but change the actions, for example:

Verse 2: If you're happy and you know it, stamp your feet,

(Stamp your feet twice)

Verse 3: If you're happy and you know it, punch the air,

(Punch the air twice)

Verse 4: If you're happy and you know it, bounce and bounce,

(Bounce twice)



- Add your own words and actions if you like.
- One person plays the rhythm of the song on a drum.
- Do the actions from the song as your body responds to the drum. You can also add your own movements using different parts of your body.

Combine means to mix together.

To **improvise** is to perform without planning or practise.

Climax is the high point or point of greatest tension.

2. Move to sounds

Sounds make us want to move in different ways. A loud sound makes us want to do sharp, strong movements and a soft sound makes us want to move more gently. Move to a drum and see what your body wants to do.

Combine loud and soft with levels

Loud/high: When the drum is loud, move in the high level – stretch up and jump in the air.

Soft/low: When the drum is quiet or soft, keep all your movements in the low level.

Middle/medium: When the sound is at medium volume, use movements that are in the middle level, at waist height.

Mix up loud, medium and soft sounds and move to each sound that you hear. Respond freely, **improvise**.



3. Structure your dance

- Work with the musicians to create a structure for your dance. For example, it can begin softly and get faster and louder in the middle, with some very loud sounds and silences. This is the **climax**, the high point of the dance. Then the dance gets quieter and slower towards the end.

4. Improvise music and dance

A music group plays to a dance group.

Music group

- Use any musical instruments you have made to make sounds freely together.

Dance group

- Respond to the sounds you hear.
- Let different parts of your body respond – your hands, elbows, hips, legs, feet, fingers, shoulders and head.
- Use different directions and travel while moving. Respond to loud and soft sounds.



Melody in music

A **melody**, or tune, is a sequence of musical sounds. After listening to music we often remember the melody and sing or hum it. Melody often carries the emotion in the music – the way it makes you feel.

Melody is the heart of music.



Amadeus Mozart, a famous composer.
Painting by Barbara Krafft 1819

1. Voice warm up

Choose any song that you know.

- Stand, close your eyes and say the words of your song aloud.
- Bounce up and down, and sing the melody of your song without words – just 'la la la' or some other sound. Let your voice fall easily out of your body as you move.
- Stand still and sing the song with the words. Does your voice feel warm? In music, a **note** is a musical sound. Listen to how the notes of your melody go up and down, from low to high or from high to low. The **pitch** of the notes change, some are high, others are low.

Our words

Melody is a sequence of musical notes that make a tune.

A **note** is a musical sound.

Pitch is how low or how high a note is.

Lyrics are the words of a song.

2. A guessing game

- Someone sings their warm up song, without words. Just **la-la-la!**
- While they sing, the group 'conducts' them with their hands: when the pitch goes up, raise your hands higher, when the pitch goes down, lower your hands.
- Can you guess the name of the song?



3. Melodic instruments

Melodic instruments are tuned to make specific notes from low to high so you can play a tune on them. Which of these instruments are melodic?



challenge yourself

Can you play the melody of a song on a melodic instrument?

4. Draw the shape of a melody

- Sing *Mary had a little lamb*, or any other song you know. While you sing, draw the shape of the melody. Some sounds are high, some low and some are in the middle.
- Compare your melody shape to the shape the notes make in the music notation below.

Mary had a little lamb

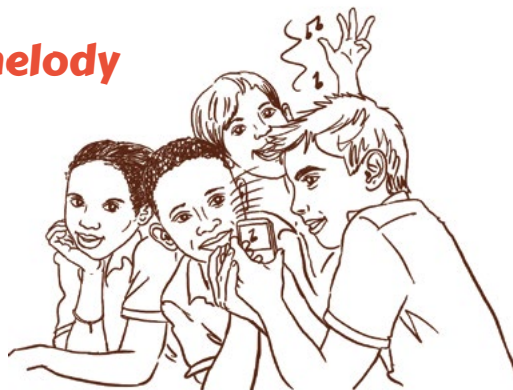
Doh is C

Ma - ry had a li - ttle lamb, li - ttle lamb, li - ttle lamb.

Ma - ry had a li - ttle lamb, it's fleece was white as snow.

5. Create your own lyrics for a melody

- Choose a song that you all know and like. Together, write new words for it but keep the melody the same. The topic of the new song can be anything that feels important to you.





Aerophones or wind instruments

Aerophones are instruments that make sound when air is blown into them.

Aerophones can be made of wood, metal or plastic. Wind instruments have been played in all cultures for hundreds of years.

1. Look at wind instruments

Look at the wind instruments in the photos below. Some are played in orchestras and bands.

- Which ones do you think are traditional African instruments?



Kazoo



Ocarinas



Clarinet



Lekgodilo



Tshikona pipes



Penny whistle



Trombone



Recorder



Souzaphone



Trumpet



Concertina



Oboe



Vuvuzela



Flute



Saxophone

A true life story: Spokes Mashiyane

Kwela music is also known as 'tin whistle jive' or 'penny whistle jive'. It was popular in South Africa in the 1950s. It is still loved by many people today. Kwela mixed rock 'n roll, jazz and swing to create happy tunes that people loved to dance to. There were many penny whistle players, but it was Spokes Mashiyane who made this music famous.

Spokes was born in 1933. When he was 18 he went to Johannesburg and started playing the tin whistle. 'King Kwela' was the name of his first full-length album. In 1958 he swapped the penny whistle for the saxophone and recorded 'Big Joe Special'. He was then offered a deal by Gallo Records and became the first black musician in South Africa to earn royalties from his recordings.



Our words

Royalties are the money musicians earn when their music is sold or played on TV, radio or online.

2. Instruments can belong to more than one family

This man from Lesotho is playing a lesiba. A lesiba is an instrument which has a string with a feather attached to it. The sound is made when the player breathes over the feather and makes the string vibrate.

- Try to find an example of this music to listen to. The lesiba can be grouped as a wind or string instrument.
- Which other instruments belong to more than one family?





Kazoo Big Band

You have made kazoos and used them to create sound pictures. You can also play your favourite songs with kazoos.

I. Play in a Kazoo Big Band

- Imagine your kazoos are different wind instruments in a band. Listen to recordings of as many different wind instruments as you can. These should include saxophone, flute, oboe, trumpet and trombone. Try to make the sound of each instrument on your kazoo.
- Do a kazoo version of *Mbube* (often called *The Lion Sleeps Tonight*), the famous song written by South African musician Solomon Linda in the Marabi style.
 - Wear your ankle rattles to keep the beat. Use shakers and bells from the percussion box. You can also **beatbox**, use your mouth and voice to keep the beat.
 - Group yourselves: into high voices, middle voices and low voices. Perform the three parts of the song on the kazoos with each group taking a turn: first middle voices, then high voices, then low voices. At the end, all three groups sing together.
- Play *Mbube* again. This time each learner plays on their own. They play a **solo** on their kazoo in the style of any instrument they choose.
- People can also take turns to come into the middle and dance to the song. Everyone else can copy the steps they do. Can you dance like a lion, an elephant or a bird?



The famous Father Huddleston Jazz Band in 1955.



2. Play your own choice of music on kazoos

- Choose a song to play on the kazoo. To make your performance more interesting, play some parts louder or softer than others, change the **dynamics**. You can add other percussion instruments to your performance, and dance if you feel like it.
- Practise until you are ready to perform for the rest of the class.

What can I call this instrument in my language?

Is the kazoo a 'wind' instrument like the flute?

Our words

To **beatbox** is to use your mouth and voice to make the sounds of a beat.

Solo is when a musician in a band or orchestra plays alone.

Dynamics show whether the music is loud or soft and how the loudness varies during a song.



Chordophones or string instruments

Our words

Chordophones are instruments that make sound when strings are pulled or hit.

A **resonator** is a box or empty space used to make sounds louder, richer and stronger.

Musical bows: The first strings

South Africa's musical bows were probably one of the first string instruments. People made them thousands of years ago, out of the bows they used to hunt animals. The string of the bow makes a soft sound when you pull it or hit it. A **resonator** is needed to make it louder. The **uhadi** and **umakweyana** bows have calabashes to amplify the soft notes. The smaller **umrhubhe** and **inkinge** bows are resonated with the mouth.

Have you heard someone play a musical bow? Can you find an example on the internet?



1. Draw to music

- Listen to some music and draw. Move your hand to the music. Draw any patterns or marks that the music makes you feel like drawing. There is no right or wrong way to draw to music.
- Listen to a different type of music and draw again. Compare your drawings. What was similar, what was different?
- Share your drawings with a partner. Talk about how the music made you feel. (For example, calm and relaxed, happy, sad.) What, if anything, did the music make you think about?

A true life story: Madosini

Madosini was a famous player of the uhadi in South Africa. Even though the uhadi bow is only supposed to be played by married Xhosa women, Madosini was taught to play by her mother at the age of 12. She played for about 66 years.

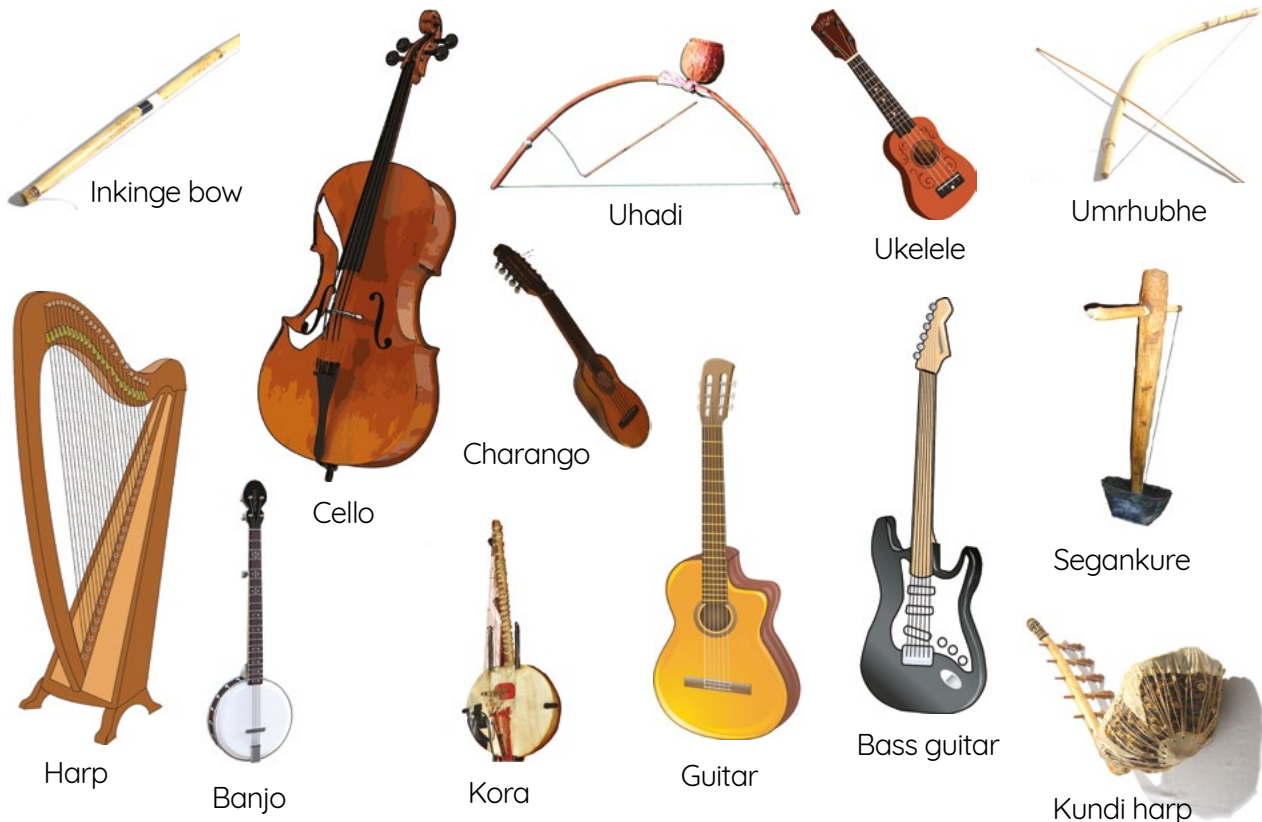
When Madosini played the uhadi, beautiful sounds came from the calabash resonator. The wonderful songs she played on the uhadi bow, the umrhubhe mouth bow and the isitolotolo took Madosini to play at festivals and teach at universities all over the world.



Madosini playing the umrhubhe

2. Listen and identify instruments

- Listen to *Paradesi* and *MotoKali* by Madosini. Identify the instruments that are playing.
- Talk about how each instrument is played. Which part of the instrument is the resonator?





The stick-passing song

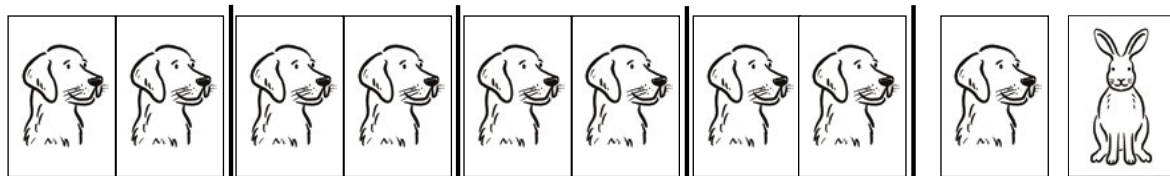


Pencils or sticks

Let's sing and do actions in time to a beat.

I. Learn the song

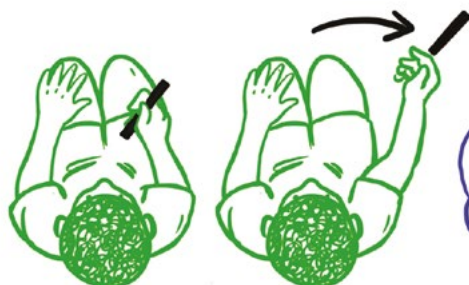
- Find a stick or pencil. Kneel on the floor in a circle and hold your stick or pencil in your right hand. If you cannot kneel, make a circle with your desks instead.
- Sing the song below several times. How many beats are in the song?



Person 1

Person 2

Person 3



Hold stick on 'Oh' and pass to the right on 'Eiya'.



Hold stick on 'Oh' and pass to the right on 'Eiya'.



Hold and...

Our words

Tempo is how fast or slow the beat is.

2. Sing and pass the stick

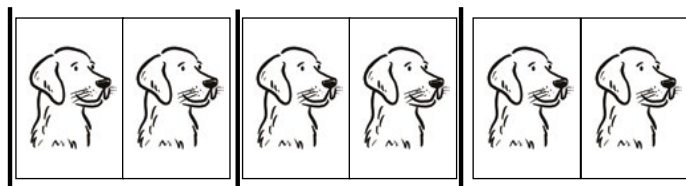
- Use your right hand for all the actions in this song.
- Sing the song slowly to give you time to pass your stick to the person on your right, and to take a stick from the person on your left.
- The words of the song help you to pass the stick at the correct time.
- Keep the **tempo** slow and steady so the sticks move smoothly around the circle.
- You can take turns to beat a drum to help you keep time.
- Make the beat faster until you find a tempo to which everyone can sing and move comfortably.



d : d | d : d | r : r



Ei - ya! Ei - ya! Ei - ya!



Person 3



move stick
to the right,

to the left,

to the right and
leave it there.



Keep the pulse in a song

Every song that we learn teaches us something about rhythm, pulse, and dynamics. Songs can also teach us languages.

Yitwa Ndlala is a song in Xitsonga. The Vatsonga people mostly come from Limpopo and Mpumalanga. This song uses a melody of a well-known children's song *Bana ba sekolo*.



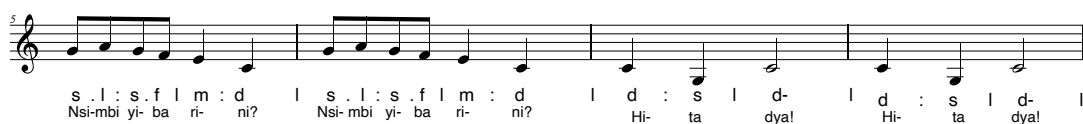
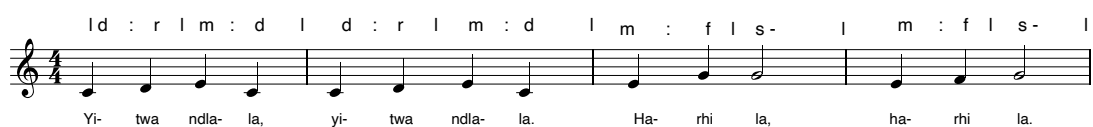
Drum or shaker or any other instrument that can be used to beat the pulse

I. *Ahi yimbeleleni - Let's sing!*

- How many beats in a bar does this song have? Clap the pulse.

Yitwa Ndlala

Folk song



Translation: We are hungry, we are crying, when will the bell ring, so we can eat?

Two vertical lines mean we need to return to the beginning of the song.

2. Singing in canon

- Sing the song in canon. Each person starts the song at a different time, or entry point. An example is given in the notation below.
- Change the entry points until you find the ones that you enjoy most.
- Find other interesting ways to sing the song. For example, use percussion instruments to play the rhythm of the song, add new rhythms in some parts, or change the dynamics by singing some parts louder, some softer.

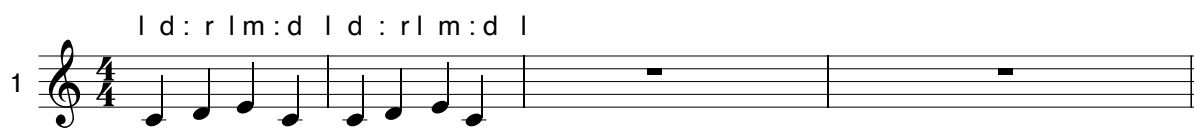
What kind of actions can go with the song?

Are we keeping the pulse?


Yitwa Ndlala

Moderate
Doh is c

Folk song

1 


Yi- twa ndla- la, yi- twa ndla la.




2 

Yi- twa ndla- la, yi- twa ndla la.



3 

Yi- twa ndla- la. vi- twa ndla la.







Being the city

1. The city wakes up

- Close your eyes and breathe calmly.
- Imagine that your body is a city. It is just before dawn, and everything is quiet and still.
- Use gentle movement to show the sun rising:
 - Stretch and move your fingers ... these show the sun's rays.
 - Sway your body ... the whole city is waking up.
 - Stretch every part of your body ... everyone is awake and ready for the day.
- Travel across the room showing the city shapes through your movements:
 - Your knees and elbows show the square corners of the streets.
 - Your hands show the flashing lights.
 - Your hips and shoulders move forward and back to show the quick movements of cars and bicycles.

2. City structures

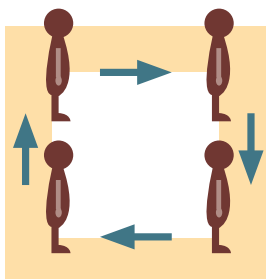
- Use your bodies to show the shapes of three structures in a city. For example:
a bridge • a road • a tall office building
- What other places can you think of?
- Show your body structures to another group. Can they guess what you are making?



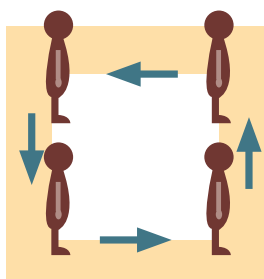
3. City scenes game

Cities are full of angles and corners. We use instructions from traffic lights and road signs to keep us safe. Show them in this game:

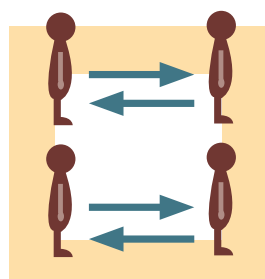
- Each person in your group stands at the corner of a square. You all face the same direction.
- One person calls out the moves in the pictures below.
- Practise each move, one at a time, until you know them.



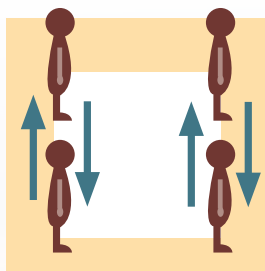
A. Move clockwise to the next corner.



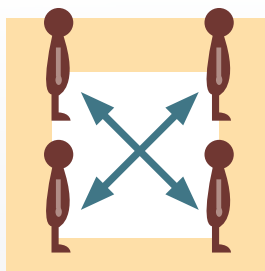
B. Move anti-clockwise to the next corner.



C. Swap places with the person behind or in front of you.



D. Swap places with the person to the side of you.



E. Swap places with the person diagonally opposite you.

Play the game

- One person calls out the letters next to the moves, in any order. You respond with the correct move. Let's see how fast our city can respond to the instructions!

4. City cools down

- Breathe in the cool air of a beautiful evening. Breathe out any hot, tired air.
- Breathe in and stretch.
- Breathe out and relax.
- Repeat slowly five times.



Change the way you do these moves:

Move as if you are doing ballet, playing soccer or swimming through water.



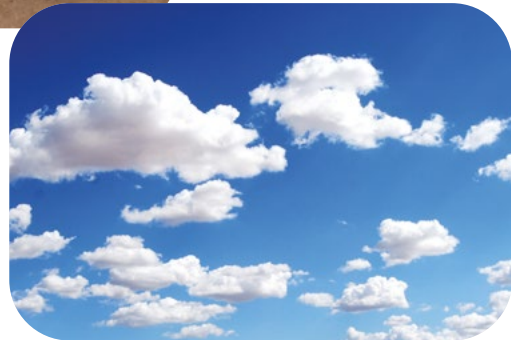
Make connections

1. Warm up by travelling

To the beat of a drum (dog, dog, dog, dog), travel and dance around the room. You can do any movements.

2. Movement qualities

- Look at each picture on this page. Imagine how the thing in the picture moves. The way something moves is called its 'movement quality'.



- To the beat of the drum, dance around the room.
- One person calls out what they see in each picture. Everyone moves like the object in the picture.
- Choose a picture. Do not tell anyone in your group what it is. Take turns to move like the object in your picture, perform its movement quality. The rest of the group guesses which object you chose.

3. Meeting and parting

Create a dance using **meeting and parting**: You move together and then away from each other again, crossing over so your paths cross.

- Divide the class into two groups. Each group starts on opposite sides of the room.
- Each group has a different movement quality. For example, one group is 'robots' and the other group is 'clouds'.
- To the beat of the drum, travel across the room showing your movement quality. Use different levels, directions and 'freeze' shapes.
- Do it twice:
 - The first time, keep your quality as you pass dancers in the other group.
 - The second time, take on the quality of the other group as you pass them.

4. Perform your movements

- Pair with someone from the other group.
- Choose two movement qualities. Create a dance by making a sequence of movements for each quality.
- Make a clear beginning and ending to your dance.
- Perform your dance for another group. Can they identify the movement qualities you chose?





Call and echo

Our words

1. Copy me

Practise dancing **call and echo**. When one person makes a movement (the 'call'), their partner copies that same movement a moment later (the 'echo').

- Find a partner. One person is A and the other B.
- One person calls out a movement quality – for example, 'fire'.
- A: move like that quality for four beats. Then freeze in a position for four beats (do not move).
- B: when A freezes, do exactly what A did for four beats. Then freeze in the same position.
- Repeat three times: B echoes A's movements.
- Swap over so B moves first and A echoes B's movements.

If you are in a big empty room, a cave or a tunnel, and make a loud sound you may hear it again as the sound bounces off the walls. That sound is an **echo**. In dance, you can 'echo' movements.

Sequence is the order in which one thing follows another.

Duet is a performance by two musicians or dancers.

2. Call and echo duet

Choose a new movement quality and create a sequence. Use 'call and echo' to create a duet:

- A does part one of the sequence, then freezes.
- B does part one of the sequence, then freezes.
- A does the part two of the sequence, then freezes.
- B does the part two of the sequence, then freezes.
- Create a clear beginning and ending.
- Perform your duet to another pair. Can they guess your movement quality?



3. Reflect and cool down

Sit back to back with your partner, breathe deeply and talk quietly together:

- What did you learn about dance today?
- What movements did you dance?
- What did you see someone else dance well?



4. Do the Thank You Dance

As a class, do the Thank You Dance from page 71.



Talking shapes

1. Moving shapes

Watch the other learners in the class as you do this together.

- Draw very small circles in the air with a finger. Then draw bigger circles, moving your whole arm.
- Draw a tiny triangle in the air with your finger. Then use your whole arm to draw a really big triangle.
- Draw a square in the air, any size you like.
- Draw a cloud in the air. Draw a leaf in the air.

Our circles, triangles and squares all look the same, no matter how big or small. But the clouds and leaves we draw are all different. I wonder why?

We use circles, triangles and squares in geometry. They are called **geometric shapes**.

Let us explore three geometric shapes:

The circle

The triangle

The square

2. Shapes have meanings

Some languages use different names for shapes. In isiXhosa, for example, the shapes are named after things we see and know. What do the names for shapes mean in other languages you know?



Circle

Isangqa

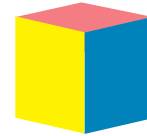
This means a ball.



Triangle

Unxanthatu

This means something with three sides, like a roof on a hut.



Square

Iskwere

This means a box with equal sides.

3. Symbols

Shapes that have special meanings in different cultures are called symbols. Zulu, Xhosa, Swati and Ndebele cultures use symbols in beadwork, on pots, drums and painted on the walls of houses.

Here are a few Nguni symbols with their meanings, based on our three geometric shapes.



Female symbols



Married woman



Queen



Male



Warrior with shield



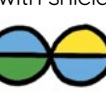
Sunlight



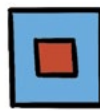
Sunrise, birth



Sunset, old age



To see



Divine guidance



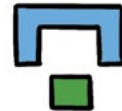
Greatness



Wisdom



The mind



Practise drawing your own symbol using geometric shapes.



Reading the beads

The people of the Nongoma region of KwaZulu-Natal have a tradition of beading that has stayed the same since 1940.

The colours of the bead-work from the Nongoma region are always red, white, black and green, while the bead-workers from other towns add yellow and blue to their beads.



A

Bead work to be worn around the waist, like an apron (ubeshwana)



B

1. Shapes with meaning

- Where does the beaded apron in picture A come from? Give a reason for your answer.
- What are the main geometric shapes in the beadwork patterns in pictures A and B?

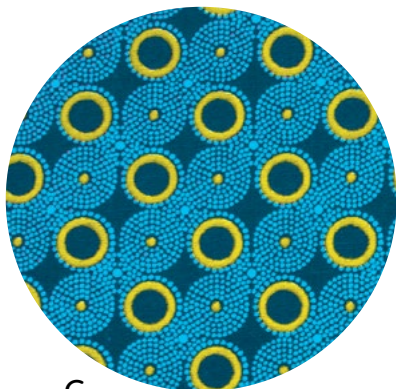
If your answer is triangles and diamond shapes, you are right!

Read more ...

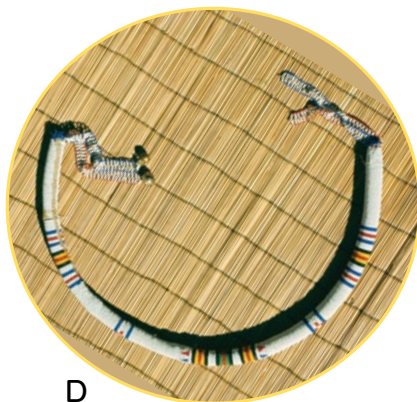
- The diamond shapes (umtshiwane) mean sharpness, which suggest a Zulu shield (ihawu). This gives the wearer of the beads both physical and spiritual protection.
- The small triangles zig-zagging out of the main diamond shapes are called 'umsaha' or 'umcijo', which means points or sharpened sticks. These also look like the teeth of a saw, so these little triangles also mean protection. The person wearing these beads feels safe.

2. Shapes become patterns

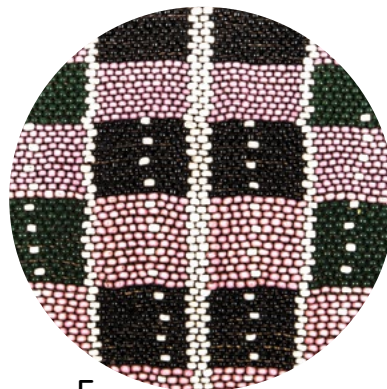
Shapes can be joined together in different ways to make patterns.



C



D



E

Talk with a friend about the patterns in the pictures above.

- Which shapes and colours are repeated (come again)?
- Are there contrasts in the shapes? Contrast is about opposites. Are some shapes bigger or smaller than others? Are some shapes darker or lighter than others?

Our words

In visual arts, a **pattern** is made by joining lines, shapes and colours together and repeating them again and again. Pattern is about repetition, like a beat or a rhythm in music.



We find patterns everywhere.

- Look around your classroom. How many patterns can you find?
- How many patterns can you find in these pictures?

Dr Esther Mahlangu

Meet an amazing artist

Esther Mahlangu was born in Middleburg, Mpumalanga in 1935. She is a famous artist who has travelled all over the world. Esther Mahlangu lives and works from her home in Emthambothini village.

She has taught many young people how to paint in the traditional Ndebele style, so they will not forget their culture and heritage.

Esther Mahlangu painted the walls of her house. She can paint straight lines without using a ruler.

She also made the beadwork she is wearing. These are skills she learned from her mother and grandmother.

In 2018 Esther Mahlangu was awarded an honorary doctorate by the University of Johannesburg.



In 1991, Dr Esther Mahlangu was asked to paint this BMW 525i, known as the African Art Car. This was the first Art Car ever to be painted by a woman and a non-Western artist!

1. Reading the patterns

Esther Mahlangu makes small paintings of her designs which she sells to people and museums all over the world. In this way she has spread the artistic **heritage** of the Ndebele people.

Heritage is something that is handed down to us from the past.



Share what you think about this painting with your friend. Here are some ideas for you to talk about:

- What do you like about this painting?
- What colours has Esther Mahlangu used?
- Show each other where these colours are repeated in the painting.
- Name the shapes you see.
- Do the shapes form a pattern? Show how this pattern has been made.
- What contrasts can you find in this painting?
- How do you think Esther Mahlangu made us notice the design in the middle of her painting?



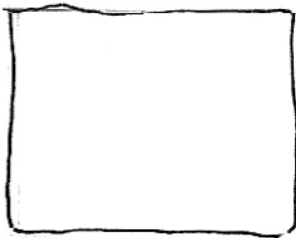


Shapes, patterns and design Part I

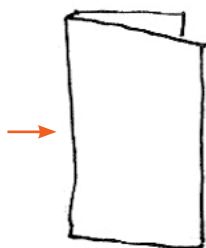
Create an artwork inspired by the paintings of Esther Mahlangu.



I. Make your grid (base for your artwork)



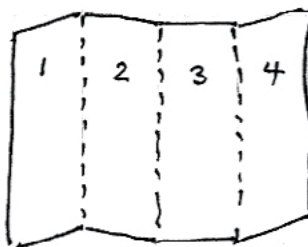
a. Place your paper with the long side of the rectangle facing up (landscape).



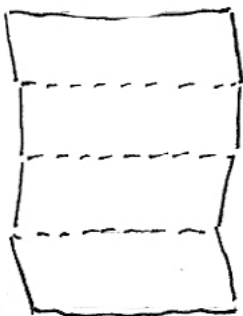
b. Fold it in half.



c. Fold it in half again.



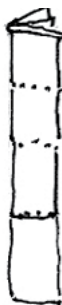
d. Open it out. You have four long rectangles.



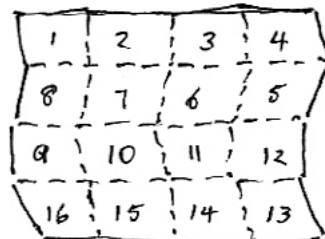
e. Place your paper so the short side of the rectangle faces up (portrait).



f. Fold it in half.



g. Fold it in half again.



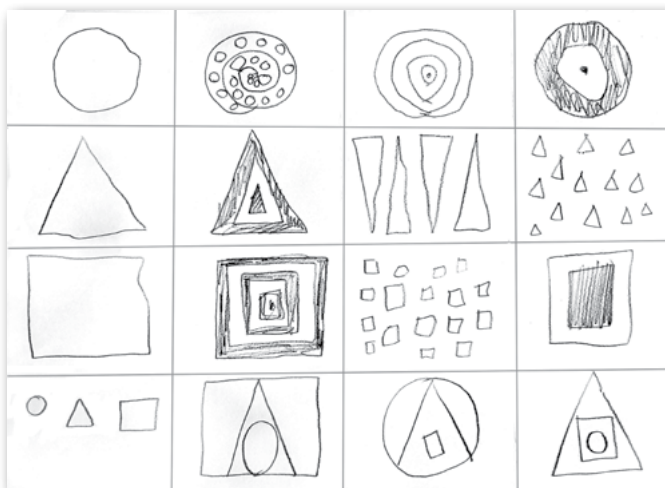
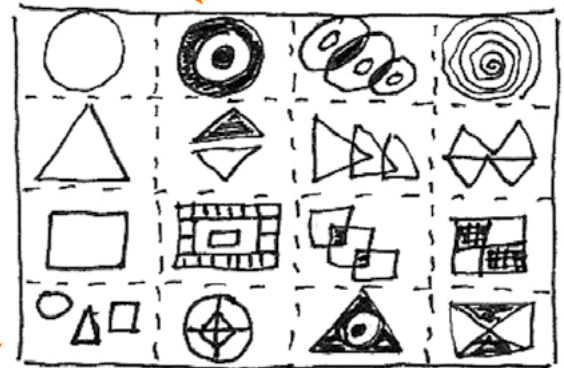
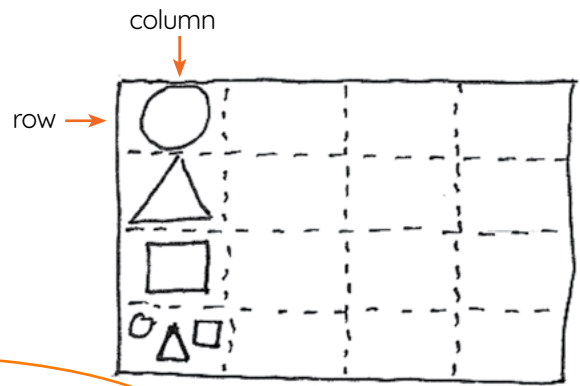
h. Open it out. Count to make sure you have 16 small rectangles.



- A4 paper and a pencil (or a pen)
- An eraser and sharpener can be shared in your group.

2. Draw new shapes

- In the first column, draw a circle, a triangle and a square. Try to fill the whole space with your shape. In the last block, draw all three shapes.
- In the row with the circle, draw three different circle designs.
- In the next row, draw three different triangle designs. Then draw three different square designs.
- In the last row, combine all three shapes in different ways. Use contrasting shapes, like big and small. Make contrasts of dark and light by shading with your pencil.



Drawings of patterns from a learner at Vista Nova school

- When you have finished, write your name in the bottom right-hand corner. Put your designs on the wall. Look at all the new shapes your class has created.

Checklist

- ✓ Do the drawings of the shapes take up the whole square on the grid?
- ✓ Are there three different circle, triangle and square designs?
- ✓ Is each mixed shape design different from the others?
- ✓ Are there contrasts of big and small and also of dark and light?

Shapes, patterns and design Part 2

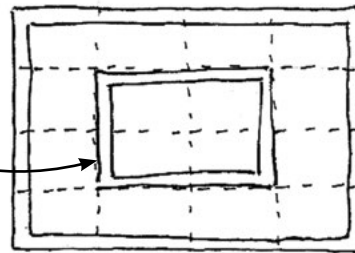
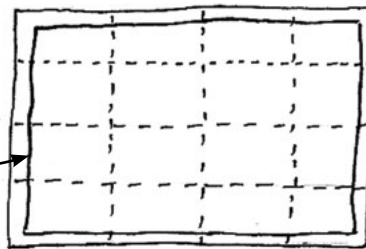
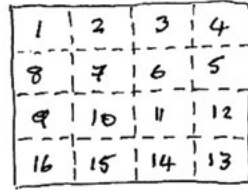
Our words

Symmetrical balance means that the design on one side is repeated on the other.

In art, **tone** is about how light or dark the colours are.

3. Make a frame

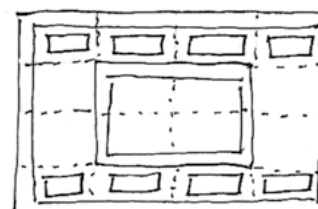
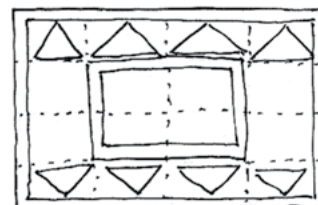
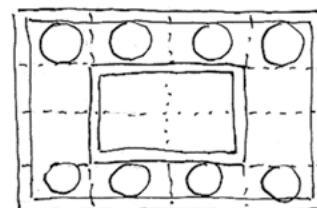
- Fold a new piece of paper into 16 squares.
- Draw a free-hand border of about 1 cm wide (about as wide as your little finger) around the edge of your paper.
- Draw a line to make a rectangle in the middle of your paper. Draw another border, about 1 cm wide on the inside of it.



Concentrate on drawing carefully like Esther Mahlangu, who also does not use a ruler.

4. Draw your pattern

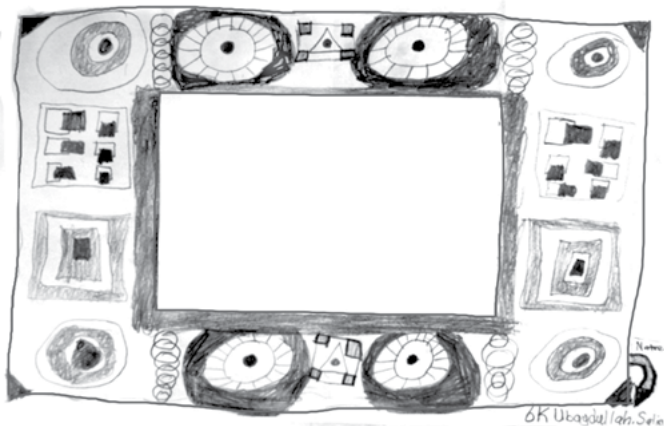
- Choose the geometric shape you like the most. Draw it carefully along the top and bottom rows. Fill the whole space. Remember Esther Mahlangu's style, and repeat what you do on the top row on the bottom row. This is called **symmetrical balance**.
- Choose different shapes for the spaces along the sides. Work symmetrically: what you do on one side, do the same on the other side.



5. Add contrast: Big and small

- After your main shapes are drawn in the spaces around the frame, draw new shapes inside them. This makes the pattern more interesting.

Remember, this is a pattern, so repeat what you draw along the whole row.



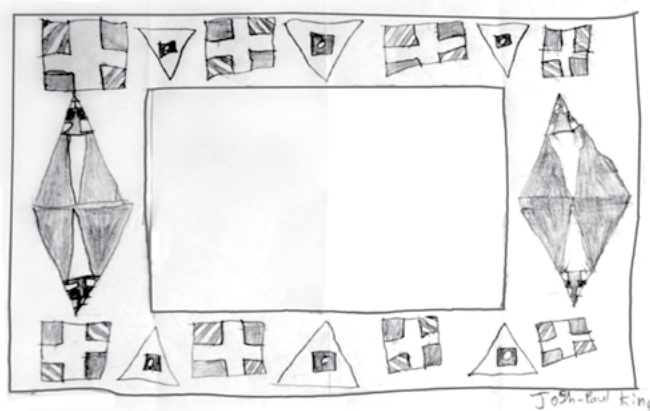
Drawings of patterns from a learner at Vista Nova school

- To contrast big and small, draw smaller and smaller shapes inside each other.
- To contrast different shapes, draw different shapes inside the big shape.
- Join the shapes in an interesting way.

6. Add contrast: Dark and light

- When we make some parts darker, or lighter, than others we add **tone**.

Look at some of these examples for ideas.



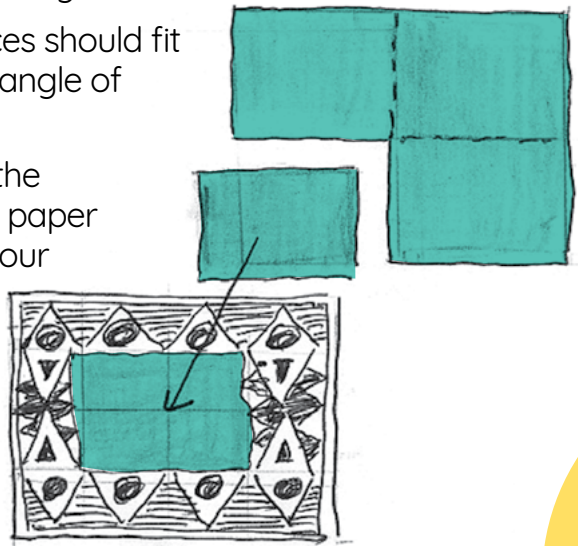
Drawings of patterns from a learner at Vista Nova school

- Shade some shapes lightly by pressing softly with your pencil.
- Shade other shapes darker by pressing harder with your pencil.
- Use lines to add tone.

Shapes, patterns and design Part 3

7. Add colour

- Cut or tear an A4 sheet of coloured paper into four pieces. Each piece will be about 15 cm wide x 10 cm high.
- One of these pieces should fit in the middle rectangle of your design.
- Use glue to stick the coloured piece of paper in the middle of your frame.



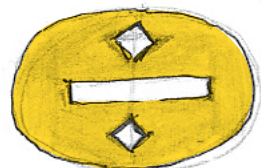
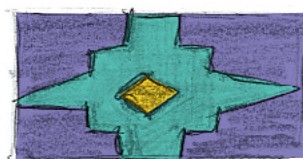
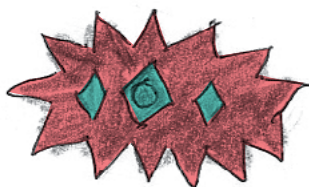
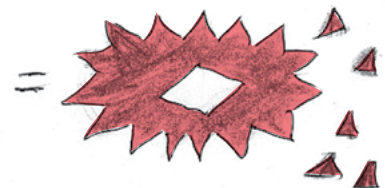
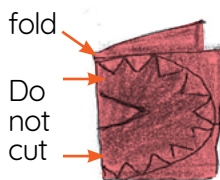
- Coloured sugar paper, craft paper or magazines
- Scissors and glue (these can be shared)

Have a recycling bag handy for the bits of paper as this is a cutting exercise. The bits can also be kept in a box for other cutting and pasting work.

8. Add shape

Choose a piece of paper of contrasting colour. Use this to cut a symmetrical design:

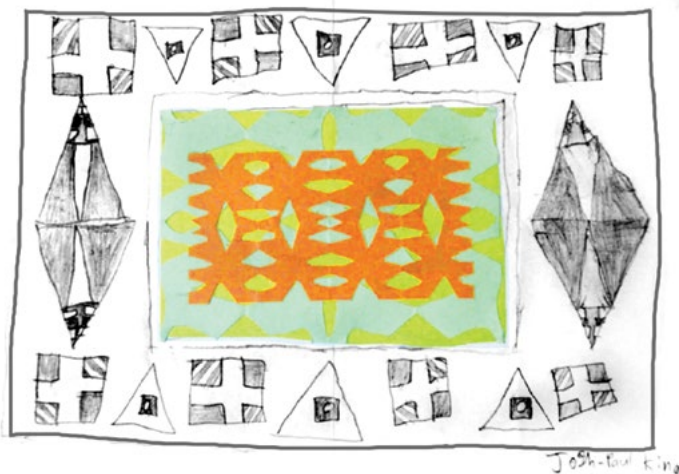
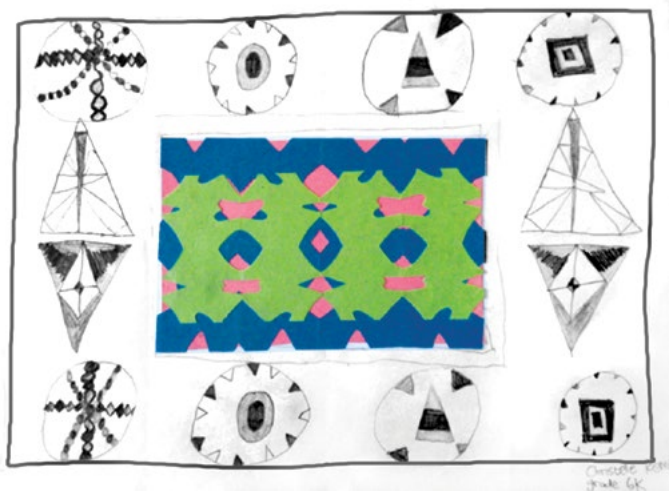
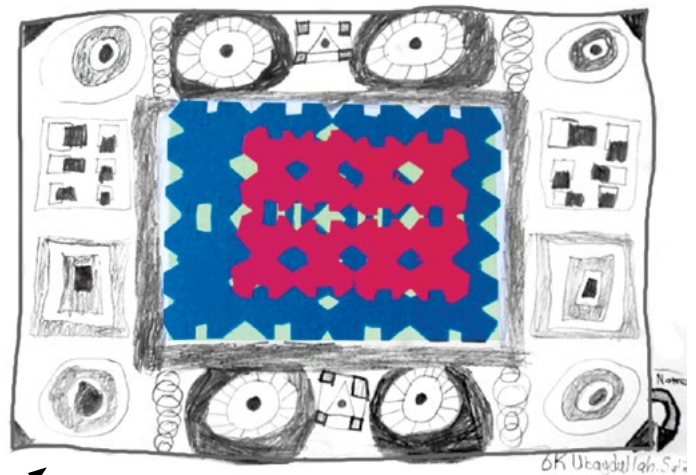
- Fold the paper in half and cut patterns along the three outside edges.
- Do NOT cut along the folded edge!
- Only cut into the folded edge if you leave some parts of the fold uncut.



9. Finish up

- When you are happy with your design, glue the pieces in place.
- Write your name in the bottom right hand corner.
- Display your work on the wall.

Here are some more pictures by learners from Vista Nova school, inspired by Dr Esther Mahlangu.



Checklist

- ✓ Has everyone finished their artwork?
- ✓ Are the patterns symmetrical above, below and on each side of the frame?
- ✓ Has the whole space been used?
- ✓ Is there contrast of tone (light and dark?)
- ✓ Has each person made a different design of cut paper in the centre?





Making mobiles Part I

The word mobile means to move. A mobile in art is a 3D construction or sculpture that is hung up so that it can move in the wind.



The first artist to make a mobile was an American, Alexander Calder (born in 1898, he died in 1976).

He was an engineer, and he made mobiles out of carefully balanced metal shapes.

What are the mobiles in these pictures made of?



You are going to make mobiles by reusing plastic bags, plastic bottles and bottle tops.

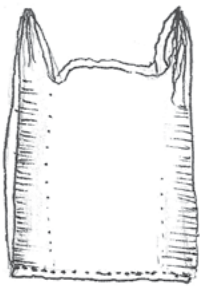
Collect bottles and plastic bags, wash them and bring them to school.

Make strong ropes from a plastic bag



- One plastic bag each
- Scissors to share

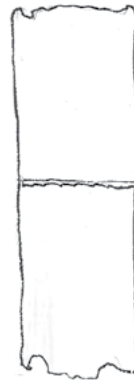
1. Cut the plastic bag



a. Lay the plastic bag flat on a table, smooth the folds on the sides. Ask a friend to help you.



b. Cut the bag on both sides, from the handle to the bottom. Keep the cut-off bits to use later.



c. Open the bag to make a long rectangle. You may need to cut the rectangle to make it straight.

Handy hint

A quick way to cut a plastic strip:



Fold the strip to 4 cm from top.



Fold again.



Fold again.

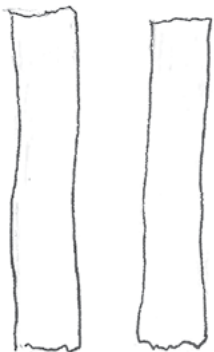


Cut to just past the folds.



Shake it out.

2. Plait or braid the plastic strips



d. Cut your plastic rectangle in half.



e. Cut each half into three long strips, up to about 4 cm from the top.



f. Ask a friend to hold the top edge while you braid the strips.

Making mobiles Part 2



Plastic bottles come in many shapes, sizes and colours.

The more you have to choose from, the better.

Collect as many different coloured lids as you can.



1. Cut the bottle in two

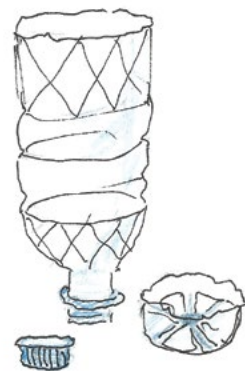
- a. Squeeze your bottle as low down as you can and cut into it.



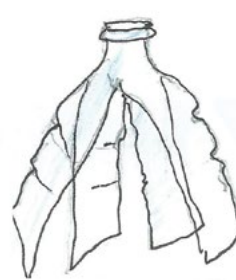
- b. Cut around the bottle.



- c. You now have a long bit, a short bit and a lid.



2. Cut the bottle in four



- d. Cut the top part of your bottle as high up as you can.

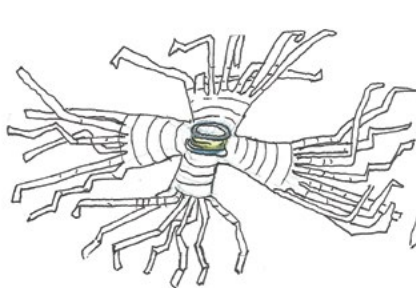
- e. Cut on the opposite side.

- f. Cut on the third side.

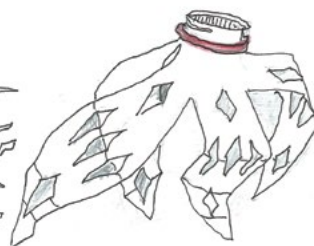
- g. Cut on the fourth side.

Mmmmm ... the short bottom bit of the bottle is very strong. I wonder how many things I could use it for?

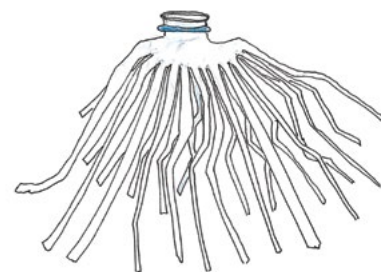
3. Be creative



You could keep the four sides of your bottle, and cut each in an interesting way.



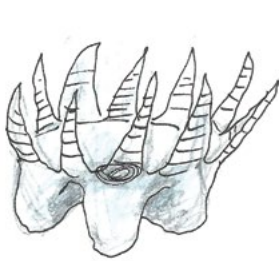
Or you could bend the plastic and cut shapes inside each segment.



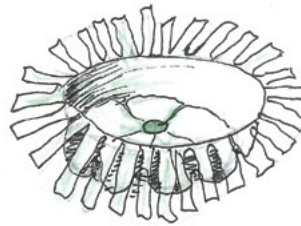
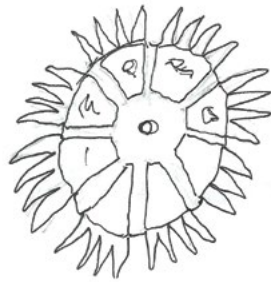
Or you could cut the bottle into many small strips.

Bend the strips in different ways.

4. The bottom of the bottle



Cut the small piece in any shapes you choose.



You will not be able to punch a hole through the middle for hanging, as the plastic is too strong. Make a hole in the soft parts by folding the plastic and cutting a V shape.

5. The bottle top



h. Place the bottle top on a flat surface like a table.



i. Punch a hole with your scissors in the middle, hold the cap tight.



j. You can also punch a hole on either side, like a button.

Push the closed scissors into the hole to make it wider so you can thread your plastic rope through the holes more easily.



You are now ready to put your mobile together.



Making mobiles Part 3

You can choose to thread your mobile any way you like, as long as the knots and ties are strong.

I. Put it all together

- Look at these drawings for ideas.
- Thread the large bottle-shape first, then work your way up to the top.
- Make a loop at the top of the plastic rope for hanging.
- There are many different ways to join the bottle pieces to your thread. You could even add extra bottle tops if you want.

You could cut your left-over plastic bag into strips and tie them under your main shape to float in the wind.





2. Let your mobiles fly!

When everyone has made their mobile, decide as a group where to put them. For example, use them to make a curtain or room divider, or hang them outside the classroom to move in the wind.

Look at all the mobiles

- What makes the mobiles attractive?
- Which do you like most? Give a reason for your answer.



Fantasties



Get ready for sports

For games like football, netball and hockey we need to run, jump and control a ball.



Warm up

Dynamic stretches for sports

1. Lift your knees as you run on the spot.

2. Swing your arms as you skip.

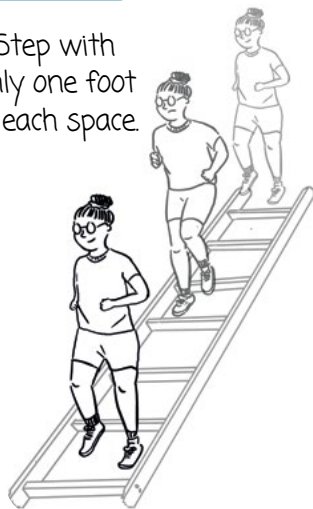
3. Touch your buttocks with your heels as you run on the spot.

4. Bend your knee a little bit for balance. Touch your toes as you run on the spot.

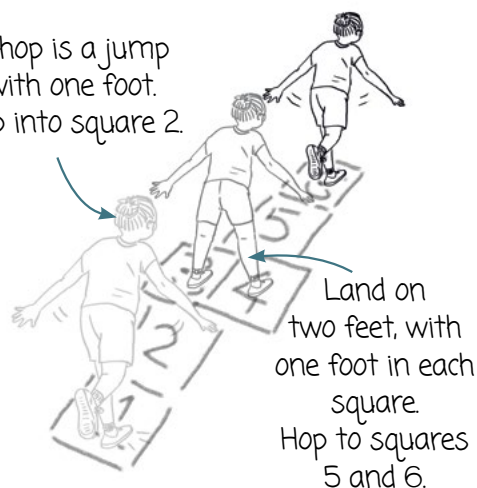

Practise these skills to help you balance when you kick a ball.

Station 1 Run through a ladder and play hopscotch

Step with only one foot in each space.



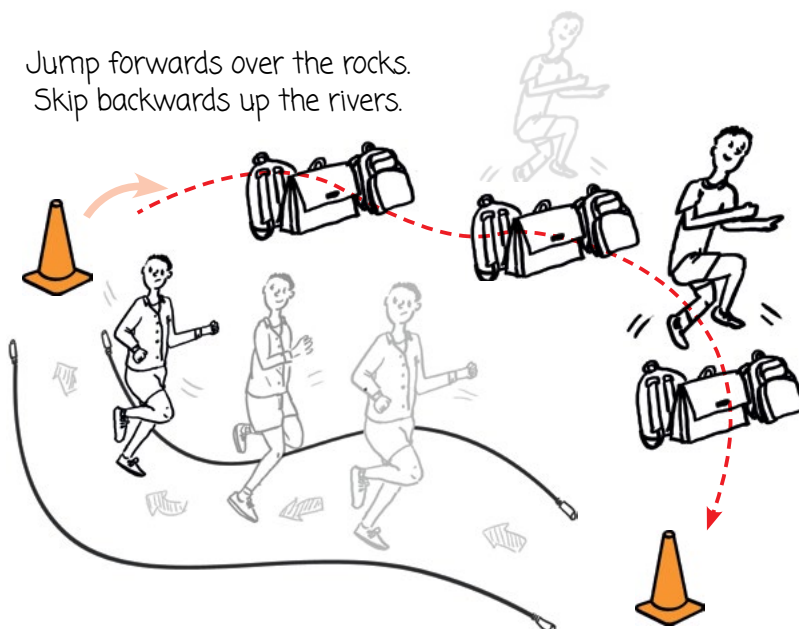
A hop is a jump with one foot.
Hop into square 2.



Land on two feet, with one foot in each square.
Hop to squares 5 and 6.

Station 2 Jump over rocks, skip up rivers

Jump forwards over the rocks.
Skip backwards up the rivers.





Station 3 Kick with laces

Kick the ball with the top of your foot, where the laces are on a shoe.

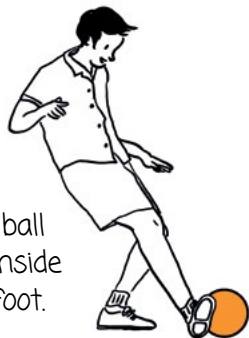


Watch the ball carefully. Stop the ball with the bottom of your foot. If you do not keep your eyes on the ball your foot will miss it.



Station 4 Side foot stop and pass

Kick the ball with the inside of your foot.



Stop the ball with the inside of your foot.



Station 5 Sideways shuffles and forward jumps

Shuffle sideways to the marker. Do forward jumps to get back to the start.



Jump like a springbok.



Shuffle sideways like a crab.



Cool down

Do some static stretches from pages 112-113.



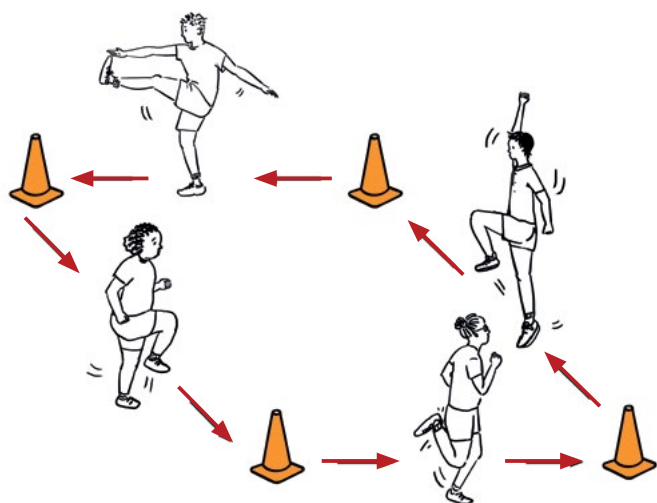
Ball control

With practice, we can learn to control a ball with our feet, hands or stick. Controlling a moving ball as we run is called dribbling.

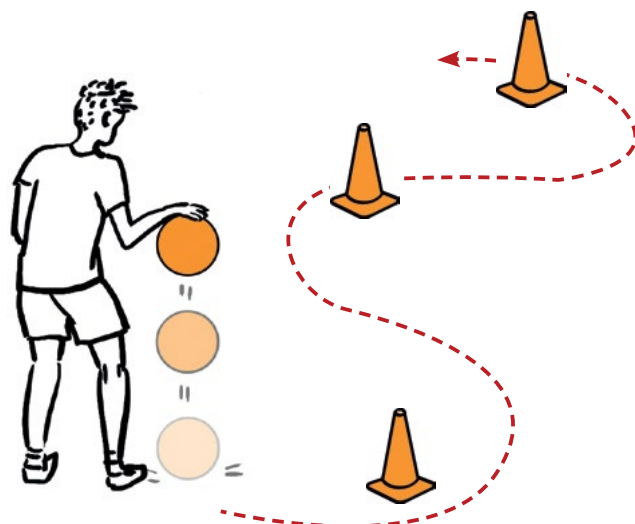


Warm up

Do the dynamic stretches you learnt on page 230. Do a different stretch along each side of the course.

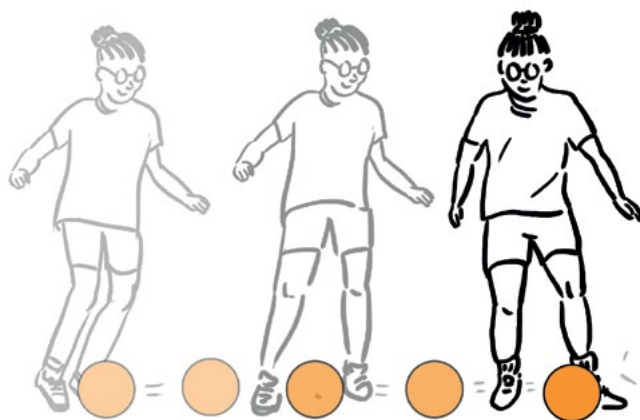


Station 1 Dribbling with your hand



Bounce the ball as you move along the course

Station 2 Dribbling with your feet



Change direction with your body.

Station 3 **Dribbling with a stick**

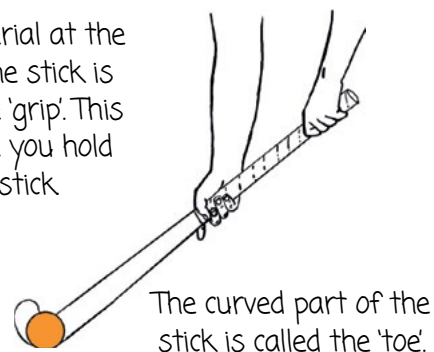
Keep the ball touching the stick as you move along the course.

Lean towards the ball. Try to keep your head up to see what is happening in front of you.



How to hold a hockey stick

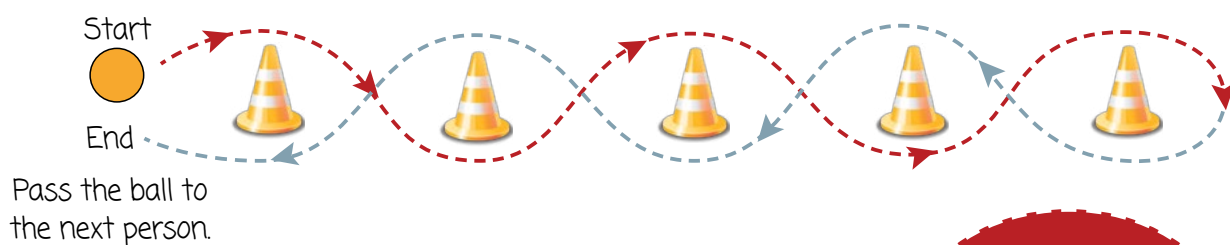
The material at the top of the stick is called the 'grip'. This is where you hold the stick.



The curved part of the stick is called the 'toe'.

Group dribbling

Dribble the ball around the cones on the course. When you get back to the start, pass the ball to the next person.



Cool down

Do static stretches to cool down.



Try to complete the dribbling circuit while balancing a beanbag on your head.



Pass the ball



In ball games, we need to throw or kick a ball so our teammates can get it. Let's practise our throwing, catching and kicking skills.

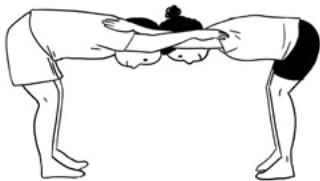
Warm up

Partner stretches

Do these stretches with a partner.



Chest stretch



Shoulder and thigh stretch



Long leg stretch

Throwing and catching

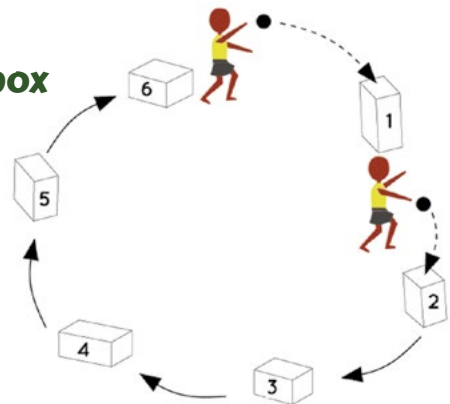
There are two ways to throw a ball.

1. **An overarm throw:** Lift your arm over your head and let go of the ball as you lower your arm.
2. **An underarm throw:** Swing your arm backwards and let go of the ball as you swing it forwards.

Station 1

Throw the ball into the box

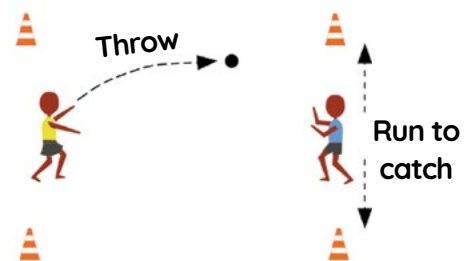
Throw a ball into a box. Start with an overarm throw. For the next box, do an underarm throw.



Station 2

Throw and move to catch

Throw the ball, underarm, to the side of your partner, so they run to catch it. Then use an overarm throw, and throw the ball to the other side of your partner.



Station 3

Throw to bounce

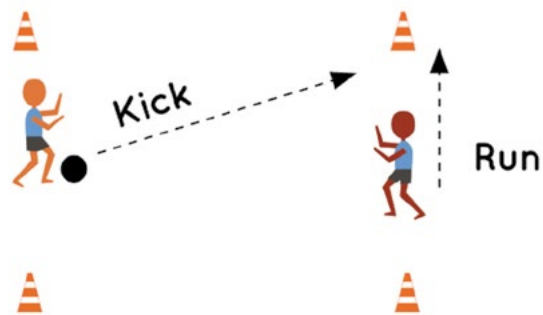
Throw the ball so it goes over the marker and bounces before your partner catches it. Begin with an overarm throw. Then do an underarm throw.



Kicking skills

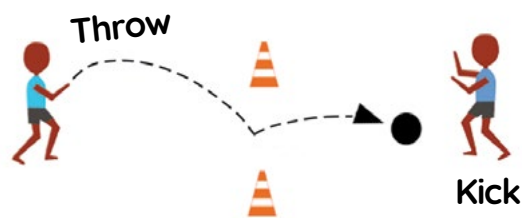
Station 1 Run and kick

Kick towards the marker. Your partner runs to stop the ball and kicks it back to you.



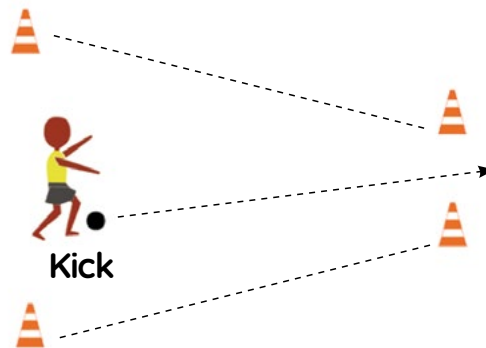
Station 2 Throw to kick

Your partner throws the ball to you. Keep your eyes on the ball. Kick the ball back to your partner.



Station 3 Target kicking

Kick the ball through the space between the cones. Move the cones closer together and try again.



Cool down

Do some static stretches to cool down.



Lower back stretch



Outer thigh stretch



Let's play sports

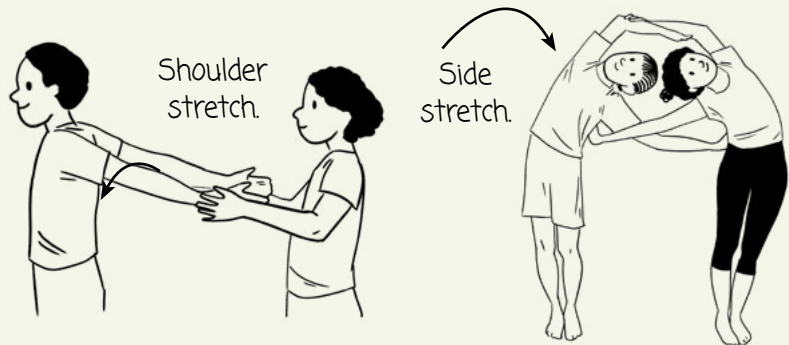


In sports like soccer, rugby, basketball, netball or hockey, when we get the ball there are different ways we can move with it and pass it on to a teammate. Let's practise some of these skills.

Warm up

More partner stretches

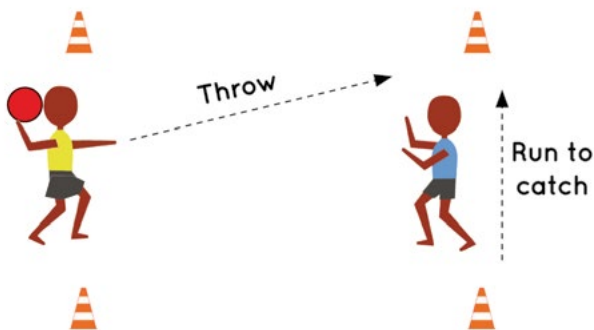
Here are two stretches you can do with a partner. See whether there are other dynamic stretches you can do.



Passing skills

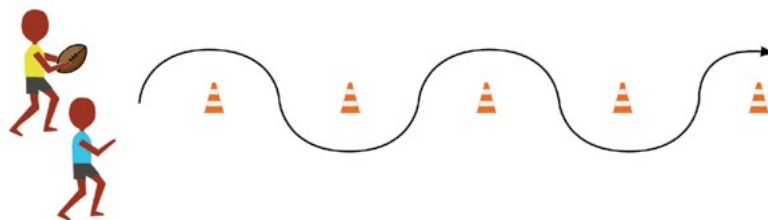
Station 1 Overarm and chest pass

Do an overarm throw or a chest pass towards the markers, so that your partner has to run to catch the ball.



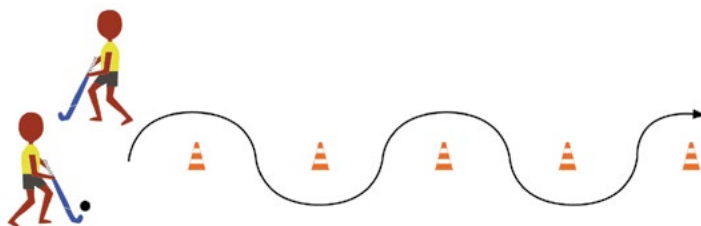
Station 2 Rugby pass

Catch the ball your partner passes while you both run zigzag through the markers.



Station 3 Pass with a stick

Pass the ball with a stick while running through the markers.



Cool down

Do some static stretches on the ground to cool down.

It's a wrap

- Which pictures in this book will you remember?
- What activities did you enjoy most? Choose five of your favourite ones.
- What skills can you do best?
- What skills do you need to practise more?
- What feedback would you like to give your teacher?



In your journal

Write or draw something about Grade 4 Terms 1 and 2 – the good times and the challenges.





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South African National Anthem

Nkosi Sikelel' iAfrika
Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba
sa heso,
Setjhaba sa South Afrika –
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

African Union Anthem

Let us all unite and celebrate together
The victories won for our liberation
Let us dedicate ourselves to rise together
To defend our liberty and unity

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and sing together
To uphold the bonds that frame our destiny
Let us dedicate ourselves to fight together
For lasting peace and justice on the earth

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

Let us all unite and toil together
To give the best we have to Africa
The cradle of mankind and fount of culture
Our pride and hope at break of dawn

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of life

At the Crossroads series of books

The Department of Basic Education's Life Skills and Life Orientation textbook series offers learners the opportunity to connect, imagine and cocreate wonderful life journeys in the twenty-first century. The textbooks are designed to help children and adolescents make informed decisions about their health, nutrition, safety, mental health, sexuality, physical fitness, and use of technology. They also learn to regulate their emotions to sustain quality relationships with people, animals, and the environment. They learn to uphold their civic responsibilities in keeping with the laws of the country and its Constitution. By exploring their strengths and challenges, learners can make subject choices to navigate the crossroads they encounter along their learning journey and find their way to meaningful careers and sustainable livelihoods and lifestyles.

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Each grade (from 4 to 12) has a Teacher's Guide that shows the strengthening of the national Curriculum and Assessment Policy Statements (CAPS) in terms of knowledge, skills, values, character and attitudes, pedagogy and assessment in line with the competency framework of the Department of Basic Education.

